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THE READING INTERESTS AND HABITS OF ADULTS

STUDIES IN ADULT EDUCATION

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THE READING INTERESTS AND HABITS OF ADULTS. *By William S. Gray and Ruth Munroe.*

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LIBRARIES AND ADULT EDUCATION. *A Study by the American Library Association.*

THE MACMILLAN COMPANY

THE READING INTERESTS AND HABITS OF ADULTS

A PRELIMINARY REPORT

BY

WILLIAM S. GRAY, PH.D.

DEAN OF THE COLLEGE OF EDUCATION

THE UNIVERSITY OF CHICAGO

and

RUTH MUNROE, A.M.

FORMERLY ASSISTANT IN THE PUBLIC LIBRARY

CLEVELAND, OHIO

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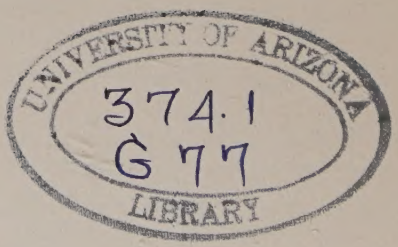

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PREFACE

For several years the members of the American Association for Adult Education and of the American Library Association have had a growing conviction that the success of the adult education work of libraries, and of many other agencies, depends in a large measure on the kind of reading habits with which young people and adults are equipped or can be helped to develop. Furthermore, the fact has long been recognized that not enough is known about the reading habits of actual and potential patrons of libraries, nor about the influences which determine the development of reading habits, to proceed with confidence on a program of adult education involving reading and the use of libraries. Accordingly, at the request of the Commission on the Library and Adult Education, a committee was appointed in January, 1927, to consider the desirability of an investigation of reading habits and to recommend a plan of procedure. After a series of conferences with librarians and educational experts, the Committee recommended that provision be made for a preliminary study of reading habits, on the basis of which plans for a thorough investigation and comprehensive report could be prepared.

In harmony with this proposal, five librarians and educators were asked to undertake the preliminary study. The necessary funds were provided by the Carnegie Corporation of New York. The members of the group included C. C. Williamson, Director of the School of Library Service, Columbia University (chairman); William S.

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Gray, Dean of the College of Education, University of Chicago; Effie Power, Director of Work with Children, Cleveland Public Library; E. L. Thorndike, Teachers College, Columbia University; and Dr. Henry Suzzallo. The first meeting of the committee, held in New York City on December 13, 1927, was attended also by Frederick P. Keppel, President of the Carnegie Corporation of New York, Carl H. Milam, Secretary of the American Library Association, and Morse A. Cartwright, Executive Director of the American Association for Adult Education.

The general problem which the group set up for itself was "to discover what is in the experience of some persons which causes them to acquire and continue desirable habits of reading and what is lacking from the experience of others which leaves them without such habits." The preliminary study, which was to be completed in six months, comprises (1) a digest of the investigations of reading and related subjects which have a bearing on adult education; (2) case studies of about three hundred adults representing various social groups, to determine the influences which account for their reading habits; and (3) plans for additional investigations which will contribute to a clearer understanding of adult reading problems. Specific responsibility for the preliminary study was assigned to Dean William S. Gray, who secured the assistance of Ruth Munroe, formerly assistant in the Cleveland Public Library, to make the case studies. The results of the study, excepting the plans for subsequent investigations, are presented in this volume.

Opportunity is taken at this point to express keen appreciation of the permission granted by various authors and publishers to quote from the books and reports referred to in the chapters that follow.

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PART I

THE NATURE AND SCOPE OF THE REPORT

THE READING INTERESTS AND HABITS OF ADULTS

CHAPTER I

Introduction

The Problem

The efforts of libraries and other agencies to promote adult education activities have awakened deep interest during recent years in the reading interests and habits of adults. Keen interest in reading habits may be attributed largely to two facts: first, many of the activities involved in the process of self-education require the wide use of reading; and second, a surprisingly large number of adults are not interested in reading, are unable to read well, or fail to read desirable types of material.

Experience has taught that before desirable reading habits can be established on the part of many young people much information is needed concerning their present reading activities and the influences that have determined their development. Accordingly, the chief purpose of this report is to summarize the various facts which are available concerning the reading activities of young people and adults. Part II comprises summaries of the results of scientific studies relating to the reading interests and habits of adults, and also of children in so far as they contribute to an understanding of adult read-

ing problems. Part III presents the results of about three hundred case studies of reading habits which were made as a part of this investigation. Part IV presents conclusions based on the summaries of previous investigations and on the reports of case studies.

Types of Studies Summarized

In preparing the summaries reported in Part II use was made of the results of both published and unpublished investigations. It is a significant fact that since 1900 more than eight hundred studies of reading interests and habits have been reported. Of these, approximately one hundred are concerned directly with the reading activities of adults. Many others contain information of great value in understanding the reading interests and habits of adults.

The chief aims in summarizing these studies were to discover the motives that prompt people to read, the influences which stimulate keen interest in reading, the amount and kind of reading that is done, the types of books and magazines preferred, the parts of newspapers and magazines read, and the effect of such factors as age, sex, race, nationality, education, and type of community on the amount and character of the reading that is done. As the study of the content of the various reports proceeded, it became evident that the most important contributions that they contain relate to four major topics. They are listed here in the order in which they will be discussed in subsequent chapters.

The status of reading in American life.

The amount and character of adult reading and factors that influence it.

The reading interests of special groups of young people and adults.

The reading interests of elementary and high-school pupils.

The Purposes and Nature of the Case Studies

The chief purpose in making the case studies reported in Part III was to secure detailed information concerning the reading interests and habits of adults and the influences that contribute to their development. An additional aim was to determine the usefulness of certain techniques in making case studies. Since these studies were experimental in character, those described in this volume are not presented as finished pieces of research. The facts which they reveal, however, proved of great value in reaching the more or less tentative conclusions presented in Part IV.

The case studies fall naturally into three groups. The first includes studies of the reading interests and habits of one hundred adults of an urban community; namely, Hyde Park, Chicago, which were made by means of brief interviews. The second includes similar studies of one hundred seventy adults in a suburban community; namely, North Evanston, Illinois. The third includes more intensive studies of a small number of adults in whom the reading habit was well established. The important facts secured in each of these three types of studies will be presented in subsequent chapters.

Value and Limitations of the Conclusions

The purpose of the final section of this report is to present conclusions concerning the reading interests and habits of adults which are supported by the evidence summarized in Part II and Part III. An effort was made in stating the conclusions to give prominence to the most significant findings and to suggest problems which merit additional study. Many of the conclusions that are sug-

gested concerning adult reading problems are only tentative owing to the incompleteness of the data relating to them and to possible inaccuracies in some of the studies which have been summarized in this report.

PART II

SUMMARY OF INVESTIGATIONS RELATING TO READING INTERESTS AND HABITS

CHAPTER II

The Status of Reading in American Life

The Problem

In a nation-wide study of adult reading interests and habits, it is important to know the extent to which Americans read today and the tendencies which have developed during the past few decades. It is also desirable to know if reading proclivities are exhibited to the same degree in the various states. To put the issue in other terms, do the problems of adult education, as far as they concern reading, vary notably in different sections of the country? The discussion of these problems will be introduced by presenting facts relating to the increase in the number of newspapers, periodicals, and books that have been published during the past few decades.

Increase in the Number of Newspapers and Periodicals Published

Evidence from various sources indicates that interest in newspapers and periodicals has increased in the United States at a tremendous rate during the last fifty years. A comparison, for example, of the total number of different newspapers and periodicals published in 1883 and in 1927, as presented in Table I, shows an increase of almost one hundred per cent during that period. An analysis of the entries in the table shows that the largest increases have

been in the number of daily newspapers and monthly periodicals published.

TABLE I*

NUMBER OF NEWSPAPERS AND PERIODICALS PUBLISHED IN THE UNITED STATES AND ITS TERRITORIES IN 1883 AND IN 1927

TYPES OF PUBLICATIONS	NO. IN 1883	NO. IN 1927
Daily	1,119	2,332
Tri-weekly news	45	78
Semi-weekly news	147	487
Weekly news	9,136	12,920
Fortnightly	52	109
Semi-monthly	164	300
Monthly	1,174	3,709
Bi-monthly	29	184
Quarterly	93	438
Miscellaneous	7	137
Total	11,966	20,694

* Data compiled from Newspaper Annual and Directory for 1884, p. 7, and for 1928, p. 13.

Facts concerning the number of different copies of newspapers and periodicals issued are even more significant. Judd (62) [1] presented data which show that from 1850 to 1880 the percentage of increase in the number of copies of newspapers and periodicals printed in the United States paralleled closely the percentage of increase in the population. From 1880 to 1910, however, the number of copies increased more than 500 per cent. During the same period the increase in population was less than 100 per cent.

Evidence from many sources shows clearly that interest in newspapers and magazine reading has continued to increase rapidly during recent years. For example, Stone (112) points out that in 1921 the morning newspapers in this country had a daily circulation of 10,144,260

[1] The numbers in parentheses refer to the references in the bibliography. In case two numbers appear, as in (30:6), the second number indicates the page on which the data referred to appear.

copies and in 1925 a daily circulation of 12,365,215, which represents an increase of almost 22 per cent in four years. During the same period, evening papers increased from 18,279,480 to 20,634,222, which is an increase of almost 13 per cent. The population of the country increased about 6 per cent from 1921 to 1925. It is apparent, therefore, that an increasing percentage of the people read the daily newspaper. Even more striking data are presented in an editorial of the *New Republic* which show that "in 1921, the combined circulation of all New York and Brooklyn newspapers was 3,714,495. The population of Greater New York was then 5,796,133. On the first of April, 1927, the combined circulation of all newspapers in the city was 5,166,409. The population in the last year available, 1926, was, according to a careful estimate, 5,924,139. In other words, there was a gain in newspaper circulation of 1,451,914, and a population growth of only 128,006" (30:6).

Similar data are available which show that magazines have also increased in circulation very rapidly during recent years. In many centers, the chief problem is no longer to stimulate interest in reading newspapers and periodicals, but rather to develop a more critical attitude toward the material read and an interest in a higher quality of reading material. The reality of this problem is indicated by the fact that in Greater New York the daily circulation of tabloids increased between 1921 and 1927 from 1,597,091 while the standard sized newspaper lost 175,000 (30:6).

Increase in the Number of Books Published and Read

Data concerning interest in books is as significant as those concerning interest in newspapers and magazines. Table II (31:245) which is based on records in *The Pub-*

lishers' Weekly, shows the number of new books and new editions published during each of several years since 1900.

TABLE II

NUMBER OF NEW BOOKS AND NEW EDITIONS PUBLISHED AT INTERVALS SINCE 1900

DATE	NEW BOOKS	NEW EDITIONS	TOTAL
1900	4,490	1,866	6,356
1903	5,485	2,348	7,833
1909	10,193	708	10,901
1912	10,135	768	10,903
1915	8,349	1,385	9,734
1921	5,438	1,008	6,446
1924	6,380	1,158	7,538
1927	7,450	1,449	8,899

The striking fact revealed by the table is that the number of new books published yearly reached a peak in 1912. Although there has been a gradual increase since 1921, the number published in 1927 was much smaller than in either 1912 or 1915. The fact should be pointed out, however, that the number of books sold, and not simply the new titles published, indicates the extent of interest in books. "The only approach to such statistics available is that of the Government's manufacturing census which indicates an increase of books in the six years between 1919 and 1925 of about 100,000,000" (31:244).

Statistics relative to the circulation of library books supply additional evidence of rapid growth in interest in books. For example, Parsons (91) studied the facts for Chicago and found that in 1880 the population of that city was 503,298, and the public library circulation was 306,751. In 1920, the population was 2,701,705, and the library circulation was 7,651,928. As compared with 1880, the population had increased at least five times and the library circulation about twenty-five times. Data secured

from other cities and for more recent years show clearly that interest in books has increased at a surprisingly rapid rate. When the additional fact is considered, that library service has been extended to thousands of communities during recent years, it becomes evident at once that the reading of books is rapidly assuming a large place in American life. As will be shown later, however, the reading of books is by no means as universal today as the reading of newspapers and magazines.

Variations in Amount of Reading

Unfortunately the interest in reading which has been described does not exist to the same degree in the various states and sections of the country. This can be shown clearly by reference to data relating to the circulation of newspapers and magazines in different states and to the circulation of books from libraries.

Circulation of Newspapers by States

Table III (112) which is based on government statements of circulation, shows for January, 1925, the total number of morning and evening newspapers issued each day in the different states and the ranks of the states as publishers of daily newspapers. The rank is determined by dividing the population of each state by the total number of copies of dailies published. The table reveals very wide variations among the states in the number of newspapers published. Aside from the District of Columbia, California leads with one copy of a daily paper for every 1.68 inhabitants and Mississippi is last on the list with only one copy for every 18.11 inhabitants. The average for the United States as calculated by Stone is one paper for every 3.2 inhabitants. When the states are grouped, the order is as follows:

TABLE III*

NUMBER OF MORNING AND EVENING NEWSPAPERS ISSUED IN EACH STATE AND THE TOTAL NUMBER OF INHABITANTS PER DAILY PAPER IN JANUARY, 1925

RANK	NAME OF STATE	NUMBER OF PAPERS			INHABITANTS PER DAILY PAPER
		EVENING	MORNING	TOTAL	
	District of Columbia	2	3	5	1.40
1	California	42	105	147	1.68
2	Massachusetts	11	62	73	1.77
3	New York	36	99	135	1.79
4	Missouri	9	58	67	2.05
5	Oregon	7	22	29	2.23
6	Ohio	18	116	134	2.42
7	Illinois	15	102	117	2.43
8	Washington	10	22	32	2.59
9	Maryland	5	10	15	2.73
10	Pennsylvania	34	125	159	2.78
11	Rhode Island	2	8	10	2.91
12	Michigan	6	51	57	3.04
13	Colorado	7	25	32	3.06
14	Indiana	22	97	119	3.16
15	Connecticut	7	27	34	3.30
16	Nebraska	7	18	25	3.35
17	Minnesota	5	31	36	3.45
18	Iowa	5	44	49	3.77
19	Utah	1	5	6	4.22
20	Wisconsin	2	44	46	4.47
21	New Jersey	7	29	36	4.70
22	Florida	13	22	35	4.82
23	Kansas	10	49	59	4.88
24	Maine	5	6	11	4.96
25	Delaware	1	2	3	4.99
26	Tennessee	5	15	20	5.05
27	Arizona	6	10	16	5.19
28	Texas	20	80	100	5.32
29	Nevada	3	4	7	5.52
30	Oklahoma	10	38	48	5.56
31	Montana	10	8	18	5.91
32	Vermont	2	8	10	6.13
33	Kentucky	9	21	30	6.63
34	Louisiana	5	11	16	6.71
35	West Virginia	9	21	30	7.00
36	New Hampshire	1	9	10	7.35
37	South Dakota	4	12	16	7.37
38	Wyoming	1	5	6	7.54
39	Virginia	9	20	29	7.68
40	Idaho	6	7	13	8.01
41	Georgia	6	20	26	8.43
42	Alabama	3	21	24	9.12
43	North Carolina	13	29	42	9.74
44	North Dakota	2	8	10	11.92
45	Arkansas	6	28	34	12.29
46	South Carolina	6	12	18	12.44
47	New Mexico	1	6	7	14.30
48	Mississippi	3	10	13	18.11

* Prepared by Orlando Stone, Research Fellow, Institute for Social Science, University of North Carolina.

Far West, New England, Middle Atlantic, Middle West, Mountain, and Southern. Assuming that the number of daily newspapers issued in a state is a fair index of the amount of newspaper reading done in that state, it is evident that the daily newspaper has assumed far greater significance in some communities than in others. Consequently the problem of stimulating and directing the reading interests of people in different states, and in communities within states, varies widely.

Circulation of Magazines by States

Several efforts have been made to determine variations by states in the interest of people in magazine reading. For example, Reeder made a study of the extent to which the ten magazines having the largest paid subscription in the country as a whole were read in each state. By dividing the circulation of each state by the population of that state, he determined the percentage of the population reading the ten magazines studied. Table IV (100:239) shows the ranks of nine groups of states and reveals wide differences in the reading proclivities in different sections of the country.

TABLE IV

Percentage of Population Reading the Ten Most Popular Magazines in Each of Nine Groups of States

Rank	Groups of States	Per Cent
1.	Pacific: Cal., Ore., Wash.	25.29
2.	New England: Conn., Me., Mass., N. H., R. I., Vt.	17.20
3.	Mountain: Ariz., Col., Idaho, Mont., Nev., N. M., Utah, Wyo.	16.65
4.	East North Central: Ill., Ind., Mich., O., Wis.	15.29
5.	West North Central: Ia., Kan., Minn., Mo., Neb., N. D., S. D.	14.43
6.	Middle Atlantic: N. J., N. Y., Pa.	14.04
7.	West South Central: Ark., La., Okla., Texas	8.37
8.	South Atlantic: Del., Dist. of Col., Fla., Ga., Md., N. C., S. C., Va., W. Va.	8.24
9.	East South Central: Ala., Ky., Miss., Tenn.	5.26

In discussing these differences Reeder pointed out the fact that there are high correlations between the ranks of the states in amount of reading and their ranks on other bases such as intelligence, the efficiency of their school systems, their productivity, "as determined by agricultural and manufactured goods produced" and the extent to which they furnish national leaders, as shown by the names recorded in "Who's Who."

Bagley (3) found the correlation by the Pearson formula between magazine reading as given by Reeder and the Burgess index of school efficiency for twenty-six states in which "at least 55 per cent of the total population was native to the state according to the 1910 census." The correlation coefficients for 1910 and 1920 were .84 and .82 respectively. Additional findings follow:

> With literacy (white adults, 1920 census) the correlation of magazine circulation for the twenty-six states is much lower (.76). Magazine reading seems to go well with the kind of intelligence measured by the Army Alpha; here the correlation is .89. The states that read magazines seem also to be the states that produce leaders, the correlation with birth-states of Who's Who notables being .85. In every way, however, good schools seem to have the best claim to what ever honor there may be in causing people to buy the ten magazines listed in Mr. Reeder's table. And this, I think, is no slight degree of honor (3:532).

Keator (63) challenged the validity of Reeder's list because the magazines listed did not correspond with the figures in the *American Newspaper Annual and Directory for 1922*. In a subsequent study Reeder (101) compared the circulation of the ten most widely read magazines and of thirteen so-called "high-brow" magazines. The correlation between the circulation for the two groups of magazines was .93 which indicates that the states which read the popular magazines most widely are also the states which read the so-called "better" magazines

most frequently. Additional evidence of this fact is found in Table V (112) which shows the circulation of four types of magazines in the United States in 1924. The magazines considered include forty-seven popular magazines, eleven literary magazines, eleven women's magazines, and seven class magazines such as *Popular Science* and *Physical Culture*. The entries in the table are derived by dividing the population of each state by the total circulation of each type of magazine.

Table V reveals wide differences in interest in magazines in the various states. California reads six times as many of the leading magazines of the country, in proportion to its population, as does Mississippi. The difference between these states is even greater in the case of literary and class magazines. A comparison of the various columns in the table shows that the states which read popular magazines widely also read other types in about the same proportion. Some interesting exceptions are found, however, an example of which is presented here in the form of a question: Why should Iowa rank much higher in the reading of women's magazines and lower in the reading of class magazines than its subscriptions for leading magazines would lead one to expect ?

3. Circulation of Library Books by States

Differences in the amount of library reading in the various states are illustrated in tables prepared by Wilson (143) which show the number of volumes per capita in public libraries in the different states and the circulation per capita. The data concerning the number of volumes in public libraries and the circulation of books were derived from *Library Extension,* published by the American Library Association, 1926. The population data used are from the census of 1920, which serve the purposes of this study satisfactorily.

TABLE V*

Circulation of Magazines in the United States in 1924

Name of State	Inhabitants Per Magazine			
	Forty-Seven Leading Magazines	Eleven Literary Magazines	Eleven Women's Magazines	Seven Class Magazines
California	1.84	14.30	4.60	39.92
Oregon	2.17	20.33	4.67	48.96
Washington	2.40	20.16	5.37	54.04
Wyoming	2.42	22.31	5.69	58.16
Nevada	2.79	20.98	6.83	56.41
Colorado	2.92	22.65	6.52	81.48
New Hampshire	2.96	24.23	5.46	91.33
Massachusetts	3.02	24.86	6.38	86.89
Connecticut	3.07	24.85	6.35	80.46
Michigan	3.07	30.66	6.31	74.09
Ohio	3.09	28.15	6.26	84.71
Vermont	3.14	28.35	5.94	105.04
Maine	3.31	26.69	6.39	86.46
Iowa	3.32	34.17	6.19	117.53
Montana	3.37	31.12	7.40	74.06
Florida	3.43	30.71	7.97	75.93
Nebraska	3.45	34.00	6.53	111.37
New York	3.51	31.87	7.97	80.81
New Jersey	3.54	29.94	7.21	103.44
Minnesota	3.60	32.87	7.23	98.28
Illinois	3.61	35.23	7.78	88.34
Idaho	3.65	30.05	8.20	81.85
Indiana	3.70	34.05	7.08	106.93
Rhode Island	3.70	31.09	7.60	115.29
Pennsylvania	3.87	33.48	7.85	102.85
South Dakota	3.94	46.76	7.81	125.37
Arizona	3.95	31.69	9.93	74.30
Kansas	4.01	39.98	7.41	129.66
Utah	4.03	30.65	9.65	83.17
Wisconsin	4.03	34.27	8.03	116.40
Delaware	4.16	35.77	8.18	132.34
Missouri	4.20	44.46	8.21	124.91
Maryland	4.65	35.95	9.64	128.16
North Dakota	4.80	56.01	9.05	148.12
West Virginia	5.08	48.96	9.86	130.87
Oklahoma	5.58	57.38	11.17	136.63
Texas	5.82	54.29	11.80	142.66
New Mexico	6.18	31.14	14.32	142.88
Virginia	6.52	49.21	13.49	220.91
Kentucky	7.68	68.65	14.41	317.72
Tennessee	7.89	70.23	15.88	244.31
Louisiana	7.94	58.73	18.44	192.41
North Carolina	8.77	72.19	18.06	244.00
Arkansas	9.07	88.05	10.01	258.89
Georgia	10.28	98.12	21.64	280.08
Alabama	10.76	74.20	22.01	322.28
South Carolina	10.81	67.28	22.83	337.82
Mississippi	12.49	107.75	24.89	411.63

* Adapted from tables prepared by Orlando Stone, Research Fellow, Institute for Social Science, University of North Carolina.

Table VI shows the volumes per capita and the circulation per capita by states. The entries in the table reveal wide variations among the states in the number of books read, corresponding to the differences for newspaper and

TABLE VI*

VOLUME PER CAPITA IN PUBLIC LIBRARIES AND THEIR CIRCULATION

STATE	VOLUMES PER CAPITA	CIRCULATION PER CAPITA
1. Massachusetts	2.22	4.81
2. Vermont	2.20	3.86
3. New Hampshire	2.10	3.92
4. California	1.80	7.33
5. Connecticut	1.48	3.93
6. Rhode Island	1.48	3.46
7. Maine	1.46	2.33
8. New Jersey	.98	1.96
9. Indiana	.87	3.70
10. Wyoming	.86	2.59
11. New York	.82	3.04
12. Oregon	.81	4.23
13. Ohio	.75	3.09
14. Michigan	.69	2.66
15. Wisconsin	.69	3.08
16. Iowa	.67	2.52
17. Utah	.66	3.09
18. Washington	.65	3.53
19. Minnesota	.64	2.63
20. Colorado	.64	2.58
21. Delaware	.59	1.95
22. Illinois	.57	2.91
23. Nebraska	.56	1.98
24. Montana	.55	1.93
25. Missouri	.47	1.63
26. Florida	.44	.60
27. Idaho	.42	1.51
28. Maryland	.36	.86
29. South Dakota	.34	1.51
30. Arizona	.33	1.10
31. Pennsylvania	.32	1.19
32. Kansas	.32	1.36
33. Nevada	.30	1.03
34. North Dakota	.23	.77
35. Kentucky	.22	.74
36. Tennessee	.21	.64
37. Oklahoma	.18	.86
38. New Mexico	.16	.40
39. South Carolina	.15	.28
40. Louisiana	.14	.38
41. Texas	.13	.49
42. Georgia	.11	.50
43. Alabama	.11	.37
44. Virginia	.11	.36
45. West Virginia	.09	.28
46. Mississippi	.08	.26
47. North Carolina	.06	.45
48. Arkansas	.06	.18

* Adapted from tables in an unpublished report prepared by Louis K. Allsop Librarian, The University of North Carolina.

magazine reading. Massachusetts, for example, has 37 times as many books in its libraries in proportion to its population as Arkansas and it reads 27 times as many books. It is interesting to note that California, which ranks highest in newspaper and magazine reading, also ranks highest in the circulation of books per capita, although it is not so well provided with books as some of the New England states.

One explanation for wide differences in the number of volumes read per capita lies in the fact that states differ widely in the extent to which they provide library facilities. For example, Stone (113) shows that libraries containing 5,000 or more volumes are accessible to 97.4 per cent of the population in Massachusetts, to 96.1 per cent in New Hampshire, and to 97.6 per cent in California. These states also head the list, or rank exceedingly high, in the circulation of library books per capita. At the other extreme are Mississippi, Arkansas, and South Carolina in which libraries are accessible to 10.5, 11.2, and 13.7 per cent of the population respectively. These states also rank lowest in circulation of books per capita.

There is little question that the accessibility of books and libraries is a very important factor in determining the number of books read. This fact is brought out clearly in a study by Goodenough (40) in which per capita circulation in 34 leading cities of the country was correlated with per capita expenditure, cost per volume circulated, library accessibility, percentage of native whites in the total population, percentage of literates over ten years of age, and percentage of the population between the ages of 14 and 20 attending school.

The results showed that per capita circulation is most closely correlated with per capita expenditure. This is in harmony with expectation since books cannot be purchased and circulated without more or less expense. Of the other factors listed, per capita circulation was most

closely related to accessibility of libraries. The study led to the following conclusions:

> From the data available it appears that the establishment of municipal branch libraries, easily accessible to the home, is a means of increasing the effectiveness of the library as an educational agency in the community. If circulation figures can be accepted as an index of library work, it appears that, in the cities under consideration, easy accessibility to the community is a more potent factor in determining the extent to which the library shall be used than the general racial or educational status of the population. (40:56)

The marked success which has attended the establishment of county library service in California lends strong support to this argument.

The Persistence of Illiteracy

A partial explanation for the small amount of reading in some states is found in the high percentage of illiteracy. Wilson (143) shows clearly that the states which read least, as revealed in Tables III, IV and VI, have high percentages of illiteracy. This applies to the white population as well as to the total population. These facts justify the further statement that one measure of the nation's adult education problem is the number of illiterates among its population. A conservative estimate of this number was obtained in 1920 by the Census Bureau, which applies the term, illiterate, "only to those who have no schooling whatsoever." On this basis, the total number of illiterates was 4,931,905; of these 3,084,733 were native born. (44:14)

More serious evidence of inability of people in this country to read was secured during the war, when 1,522,256 soldiers and sailors were given tests which required "ability to read and understand newspapers and to write

letters." The results showed that 24.9 per cent of the men tested were unable to read and write sufficiently well to do the simple tasks assigned (44:14). The significance of these facts has been discussed by Burgess as follows:

> These findings have attracted widespread attention and comment; but there is another significant fact concerning them that has not been emphasized. This is that although one-fourth of the men could not read well enough to take tests based on reading, this deficiency was not caused by their never having learned to read. The fact is that an overwhelming majority of these soldiers had entered school, attended the primary grades where reading is taught, and had been taught to read. Yet, when as adults they were examined, they were unable to read readily such simple material as that of a daily newspaper (15:11-12).

These facts indicate that the problem of teaching adults to read is far greater than the illiteracy figures indicate. They suggest, furthermore, the need of much simple reading material in libraries, if thousands of adults are to be attracted to reading as a form of recreation and stimulation.

Causes of Differences in Reading Proclivities

Frequent reference has been made in earlier paragraphs to causes of differences in reading proclivities in different sections of the country. The studies which have been made show that the amount read varies with the efficiency of schools, the accessibility of libraries, the general level of intelligence of the community, the extent of literacy, and the amount of productivity as measured by the agricultural and manufactured goods produced. Such findings are very valuable. They reveal relationships which must be considered in the analysis of the reading problems of any community. Owing to the fact,

however, that conditions vary widely in different sections of the country, intensive studies are needed of all the factors that affect the reading interests and habits of adults before a program of adult education involving reading can be planned intelligently. Fortunately, a very excellent study of adult reading problems has been made which suggests many types of information that should be secured in a thorough study of the social factors that influence reading habits.

An Analysis of the Reading Problem in the South

Louis R. Wilson, librarian, the University of North Carolina, has practically completed a most valuable study (143) of *Reading as a Southern Problem* in which special attention is given to the needs of North Carolina. Some of the findings with respect to the amount of newspaper, magazine, and library reading have been published in articles by Stone (112, 113, 114) under the interesting heading "Does North Carolina Read?" The first step which Wilson took was to make a comparative study of the 48 states with respect to the percentage of the population without library resources, the volumes per capita in public libraries, the per capita expenditure for public libraries, the per capita circulation of library books, the inhabitants per volume in college libraries, the circulation of magazines of different types, the circulation of daily newspapers, the inhabitants per book store, the proportion of towns having book stores, the distribution of book reviewing newspapers, the true and taxable wealth per inhabitant, the per cent of population filing federal income tax returns, the increase in wealth from 1912 to 1922 and the wealth per inhabitant on December 31, 1922, the tax burden per inhabitant, the extent of illiteracy, the average length of school term, the per cent of total school enrollment in high schools, the average value of

school property per child enrolled, and the current expense per child enrolled.

On the basis of the types of data enumerated, supplemented by a careful study of various social forces and agencies within states, Wilson concluded that the reading problem in the South was due in part at least to the following facts: the predominantly agricultural and rural character of the population, the inadequate highway systems in most states, the large proportion of negro inhabitants, a high percentage of illiteracy, the low per capita wealth partially balanced by the fact that it is increasing more rapidly in the South than in any other section of the country, the low status of public education and the increasing menace of farm tenancy. Two attitudes of mind as pointed out by Wilson, have also affected library growth. "The first of these has been the general unwillingness of the states of the South until quite recently to tax themselves for purposes other than providing legislatures, courts, prisons, the protection of property, and more or less limited relief of the defective and unfortunate classes." The second is an attitude of skepticism toward the value of libraries as compared with other social agencies.

An additional factor is the lack of stimulation from national and local agencies devoted to the promotion of libraries. Whereas many states have been able to establish libraries through assistance from the Carnegie Fund, most sections of the South have been unable to do so for economic reasons. The southern states now face the problem of attempting to provide adequate library facilities largely from their own resources. It is interesting to know in this connection that from 60 to 80 per cent of the libraries in such states as Indiana and California have been established largely through grants from the Carnegie Fund. Furthermore, other sources of help and stimulation such as state library commissions with funds for

the promotion of library interests, state associations of libraries, local librarians and library clubs, library publications and library schools, which have exerted powerful influence in some sections of the country, have either been lacking in the South, or have been organized only very recently.

On the basis of the data secured, Wilson concluded that one of the first steps which must be taken in improving reading habits in the South is to develop new attitudes toward education, libraries and the use of books and other reading material. Three of the changes in attitude that were discussed will be referred to briefly. The first and most important relates to the meaning of education itself. "The conception of education as a life process involving all the population long after school and college days are over has not gripped the Southern mind as a fundamental essential." The second relates to the use of books as tools. "The traditional attitude in this respect has been that whereas lawyers, physicians, ministers, and teachers, and possibly a few other professional workers found books essential for the carrying on of their professional duties, they were not equally essential to bankers, manufacturers, farmers, housekeepers, and laborers for the proper conduct of their businesses." The third relates to what constitutes a library. "In the minds of a constantly increasing part of the citizenship the library, whether university, or college, or public, or school, must be considered something more than a mere collection of books. It must be conceived of as a splendid effective educational instrument for all the members of its special clientele, as well as an unfailing source of recreation and inspiration."

It would not be fair to Mr. Wilson to quote further from his unpublished study. The facts which have been presented supply convincing evidence that the reading problem in any section of the country is intimately re-

lated to its history, the character of its population, its educational status, its wealth, its attitudes, beliefs and ideals, and the social and economic forces that are at work. Before any community can find a final solution of its reading and adult education problems, intensive studies must be made of all the factors that influence reading habits.

Summary Statements

The discussion of this section has shown that interest in reading has increased very rapidly during recent years and that America is rapidly becoming a nation of readers. The amount of reading that is done, however, varies widely in different states. As a result, it is fair to assume that different communities are not equally well informed and are unable to participate with equal intelligence in the duties and responsibilities of citizenship. It follows that the problems of adult education with respect to reading are much more serious in some parts of the country than in others. Studies which have been made show that there is a close relationship between the amount of reading done in a community and its educational status, the accessibility of libraries and books, the extent of literacy, the ability of adults to read easily, the intelligence level of its citizens, and its productivity. Especially noteworthy is the fact that millions of our citizens are illiterate or are unable to read simple paragraphs readily. Analytical studies of reading habits indicate that the amount and character of the reading that is done are intimately related to the history of a community, the character of its people, and their attitudes, beliefs and ideals. An intelligent program of adult education in any community must be based on a clear understanding not only of the reading interests and habits of its citizens but also of the influences that have contributed

to their present status. Not infrequently a vigorous program calculated to modify the general attitude of adults toward reading and to secure improved facilities for reading may be of greater immediate significance than the correction of specific reading defects.

CHAPTER III

The Amount and Character of Adult Reading and Factors That Influence It

Scope of the Discussion

The general facts concerning the rapid increase in reading in this country during recent years and the reading proclivities in different states will now be supplemented by data concerning the amount and character of adult reading and some of the factors that influence it, as indicated by general studies of the reading of adults. The discussions relating to these matters will be organized about the following topics: the amount of reading among adults; the relation of various factors to the amount read; the kinds of material read; the interest and motives that influence readers; the uses of recreatory reading; and the effect of different appeals.

Amount of Reading

Numerous studies have been made of the amount of reading which adults do. Very few data have been published, however, which present an accurate picture of the percentage of adults who read regularly or of the actual amount of time devoted to reading each day. Indeed, most of the data available concerning the amount of time devoted to reading are mere guesses. One of the most suggestive studies of the amount read was made by Parsons (91) who held personal conferences with 314 adults in Chicago and neighboring communities concern-

ing their reading habits. The persons questioned were distributed among eight occupational groups in the following proportions: trades and labor, 25 per cent; agricultural service, 25 per cent; public and personal service, 10 per cent; proprietors, 12 per cent; clerical service, 8 per cent; commercial service, 8 per cent; managerial service, 6 per cent; professional service, 6 per cent. The percentages of these subjects who engaged in book, newspaper, and magazine reading and the average number of minutes per day devoted to each type of reading are presented in Table VII. (91)

TABLE VII*

Analysis of the Reading Habits of 314 Adults

	Books	Magazines	Newspapers
Per cent reading	53.2	76.5	97.1
Average no. of minutes daily..	27.7	24.1	41.2

* Rearranged from author's data, p. 40.

The entries in the table indicate that about half of the adults questioned said they read books, three-fourths of them magazines, and practically all of them newspapers. The average amount of time devoted to reading each day, according to the statements of those questioned, was 93 minutes. The relatively large proportion of time used for newspaper reading bears silent testimony of the popularity of that type of reading material. While the data secured by Parsons represents a single metropolitan area, the tendencies revealed are characteristic of the country as a whole, in so far as data are available.

The Relation of Various Factors to the Amount Read

The data summarized in Chapter II showed that the amount read varies with the efficiency of schools, the ac-

cessibility of reading material, the general level of intelligence of a community, the extent of literacy, and the productivity of a community. The relation of other factors, such as age, sex, marital condition, place of residence, occupation, educational advantages, attendance at movies, and membership in organizations, have been studied by two investigators. The first is Parsons (91), the general nature of whose study has just been described. The second is Farnsworth (32), who made a questionnaire study among 666 adults in Utah. In discussing the relation of various factors to reading, the findings of Parsons and Farnsworth will be compared wherever possible.

1. Age

Table VIII presents the findings of Parsons concerning the relation between age and amount of reading.

TABLE VIII *

Comparison of the Amount of Book, Magazine, and Newspaper Reading by Different Age Groups

Age Group	Total Number of Cases	Books			Magazines		Newspapers		Average Number of Minutes per Day Given to Reading
		Per cent reading	Average number read in six months	Average number of minutes per day	Per cent reading	Average number of minutes per day	Per cent reading	Average number of minutes per day	
Under 30 . . .	104	66.4	4.08	26	85.6	24.4	96	36.1	86.5
In the thirties	90	53.4	10.2	31.2	78.9	21.8	97.8	39.3	92.3
In the forties	52	42.3	7.38	28.3	67.3	23.6	96	41.8	93.7
In the fifties	35	42.9	8.14	28.8	71.4	31.0	97	47.3	107.1
Sixty and over	33	39.4	7.45	18.8	60.6	24.2	100	52.6	95.6

* Rearranged from author's data, p. 40.

According to the entries in the table there are no significant variations in the reading practices among the different age groups. There is some evidence that the

older people do less book reading, devote more time to newspapers, and spend a somewhat larger proportion of their time in reading than younger people do. The poor showing of the youngest group with respect to the average number of books read in six months is more than balanced by the fact that this group includes the largest percentage of book readers.

Farnsworth summarizes separately for men and women the data which he secured relating to the influence of age on the amount read. His conclusions are: "Age seems to influence the amount and kind of reading of both men and women, but reading seems to vary more, according to age, with women than with men. Men under 25 years of age read 2.6 books (in a year), 1.8 newspapers and 1.8 magazines. Men from 36 to 40 years of age read 2.4 books (in a year), 2 newspapers, and 2.8 magazines." These data show a slight decrease in the number of books read and an increase in the amount of newspaper and magazine reading. "Women under 25 read 3.5 books (in a year), 1.7 newspapers, and 2.7 magazines. Women between 36 and 45 read 4.2 books (in a year), 2 newspapers, and 3 magazines. This increase may be due to a wider range of interests, but I think it is due to spending more time at home. Of those reporting, many under twenty are working out of the home, whereas hardly one between the ages of 36 and 45 was other than a home-maker" (32:25-6).

The studies of both Parsons and Farnsworth fail to reveal any significant variations in the reading practices of different age groups. The evidence indicates some increase in reading with age, perhaps more so among women than men. The slight differences in the tendencies revealed by the two studies suggest interesting problems for further investigation. Similar studies should be made in different types of communities and among different professional and vocational groups.

2. Sex

Table IX compares the reading habits of adults classified according to sex, as determined by Parsons (91:45). The differences between the amount of reading by men and by women are significant. A larger percentage of women than of men read books. They read almost twice as many, on the average, and they do this in less time as a rule. There is very little difference between men and

TABLE IX *

Comparison of the Amount of Book, Magazine, and Newspaper Reading by Men and Women

Group	Total Number of Cases	Books			Magazines		Newspapers		Average Time per Day Given to Reading
		Per cent reading	Average number read in six months	Average number of minutes per day	Per cent reading	Average number of minutes per day	Per cent reading	Average number of minutes per day	
Men . . .	204	51	5.68	28.8	74.1	25	98	45.1	98.9
Women . .	110	57.2	10	26	80.9	22	93	28.7	76.7

* Rearranged from author's data, p 45.

women with respect to magazine reading. Men devote a much larger amount of time to newspaper reading than women, and also read for a longer period of time each day.

The findings of Farnsworth agree in general with those of Parsons. They indicate that women are more interested in books and less interested in newspapers than men. His results also suggest a relatively greater interest among women in magazines.

3. Marital Condition

The data secured by Parsons (91:45) indicate that unmarried men and women are more interested in books

than are married people. On the other hand, the latter do more magazine and newspaper reading than the former, and devote a larger amount of time to reading. Farnsworth does not compare the reading interests of married and unmarried people.

4. Place of Residence

Table X compares the amount of reading done in cities, towns, and country, as determined by Parsons (91). The entries in the table are based on records from 837 adults, including 314 in the Chicago area and 523 in typical communities of Kentucky who contributed information concerning their newspaper and magazine reading. The records show that adults in cities read far more than adults in the country. At least two conditions are largely responsible for this difference; namely, the greater accessibility of reading materials in cities and the shorter working hours. Farnsworth found no appreciable difference in the amount of reading done in the four communities which he studied. This was to be expected since they differed but little in character.

TABLE X*

Comparison of Amounts Read in Cities, Towns, and Country

	City	Town	Country
Average number of newspapers read by 837 adults	2.29	2.03	.57
Average number magazines read by 837 adults	2.66	1.11	.20
Average number books read in six months by 314 adults	9.38	1.17	.23

* Rearranged from author's data, pp. 52, 56, 60.

5. Occupation

Table XI compares the amount of reading among different occupational groups, as determined by Parsons

(91:65). The entries in the table supply convincing evidence of the fact that the amount of reading varies with occupational groups. Whereas the percentage of certain groups that read books and magazines drops to a relatively low level, a large percentage of each group reads newspapers. The fact should also be noted that the amount of time devoted to reading newspapers remains relatively high in the case of many occupational groups which do little book or magazine reading.

Farnsworth (32:21) also found considerable variation in amount of reading among the eleven occupational groups which he studied. Teachers, who made up the only professional group represented, surpassed all other groups in the number of books and magazines read. They were surpassed in the number of newspapers read by only the barbers. Inasmuch as the number representing most of the occupational groups was very small, more detailed

TABLE XI*

COMPARISON OF AMOUNTS READ BY DIFFERENT OCCUPATIONAL GROUPS

OCCUPATION	TOTAL NUMBER OF CASES	BOOKS			MAGAZINES		NEWSPAPERS		AVERAGE NUMBER OF MINUTES PER DAY GIVEN TO READING
		Per cent reading	Average number read in six months	Average number of minutes per day	Per cent reading	Average number of minutes per day	Per cent reading	Average number of minutes per day	
Professional	68	91.2	26.00	87.7	100.0	48.9	100.0	34.7	171.8
Clerical	43	71.4	4.14	28.7	86.0	21.2	100.0	41.0	90.7
At home	30	46.7	3.26	13.5	67.7	23.5	96.7	32.3	69.0
Managerial	17	35.0	2.00	13.6	88.2	31.1	100.0	45.0	89.7
Commercial	60	50.0	1.66	10.5	83.3	20.5	96.7	45.4	76.4
Trades and labor	24	41.7	1.21	8.7	58.3	18.4	91.7	41.7	69.6
Public and personal service	26	15.4	.77	7.7	23.0	4.2	84.6	25.0	36.9
Proprietors	29	24.0	.65	9.1	48.3	8.3	100.0	55.0	72.4
Agriculture	17	17.6	.23	....	64.7	....	100.0	....	....

* Rearranged from author's data, p. 65.

records of the findings are not included. The studies by Farnsworth and Parsons indicate that occupation is a

factor in determining the amount read. This factor has not been studied sufficiently to determine the extent to which it influences reading independent of other factors.

6. Educational Advantages

Table XII compares the amount read among groups who have had different educational advantages, as determined by Parsons (91:74). The entries in the table supply striking evidence of the fact that the amount read varies with educational advantages. The results of Farnsworth's study (32:22) are equally convincing. The in-

TABLE XII *

Comparison of Amounts Read by Groups of Different Educational Advantages

Amount of Education	Total Number of Cases	Books			Magazines		Newspapers		Average Number of Minutes per Day Given to Reading
		Per cent reading	Average number read in six months	Average number of minutes per day	Per cent reading	Average number of minutes per day	Per cent reading	Average number of minutes per day	
Graduate training	18	100.0	35.4	98.0	100.0	65.8	100.0	26.4	190.2
College or university graduate	44	93.2	20.4	68.9	97.3	39.5	100.0	39.3	147.7
Some college training	25	76.0	7.6	35.9	100.0	32.6	100.0	47.5	116.0
High school graduate	65	50.8	6.1	22.3	83.1	22.3	98.5	50.6	95.2
Some high school training	41	58.5	2.0	12.8	90.2	18.3	100.0	42.5	73.6
Eighth grade	45	35.6	.9	9.4	60	13.7	93.3	31.9	55.0
Less than eighth grade	56	21.5	.8	6.0	57.1	10.2	91.0	39.5	55.7
Foreign — no schooling in America	20	20.0	.8	4.3	20	4.3	100.0	33.8	42.4

* Rearranged from author's data, p. 74.

fluence of education is shown in two ways by the data in the table. First, there is an increase with educational advantages in the per cent reading books and magazines

and in the total amount of time devoted each day to various types of reading activities. It is both interesting and significant, however, that practically the same percentage of each group reads newspapers and devotes about the same amount of time each day to that type of reading. Second, the less highly educated groups, on the average, devote a larger percentage of their total reading time to the reading of newspapers. This tendency may be due to one or more of several facts: the better educated groups may be able to secure the essential facts more quickly; they may be less interested in the type of news which most newspapers print; they may have broader reading interests which can be satisfied best through other types of material. One of the serious problems of adult education is to develop interests among the less well educated groups that can be satisfied through the wider reading of good books and magazines. A second problem is to provide suitable books and magazines which they can read easily.

7. Attendance at Movies

Farnsworth studied the relation between attendance at movies and the amount of reading among women. Table XIII (32:23) compares the amount read by groups attending a different number of movies each month.

The records do not support the opinion frequently ex-

TABLE XIII*

Comparison of Amounts Read by Groups Attending a Different Number of Movies Each Month

No. of Movies Attended Each Month	No. of Women Attending	Average No. of Books Read During a Year	Average No. of Newspapers Read	Average No. of Magazines Read
0—2	253	3.3	1.9	2.9
3—4	71	4.1	1.9	3.
5	15	4.8	2.2	3.3

* Rearranged from author's data, p. 23.

pressed to the effect that the movies destroy all interest in reading. Neither can it be assumed from these data that attending the movies has increased the amount of reading. Farnsworth is doubtless right in his assumption that people who attend the movies as a rule have broad interests which are satisfied through reading, by attending movies, and in other ways. It would be interesting to know if the amount of reading by these same people would be increased if there were no movies to attend. Studies are desirable also in communities of a different type to determine if the same conditions prevail.

8. Membership in Organizations

Farnsworth (32:27) compared the amount read by men belonging to organizations. He found that the amount read varies with such membership, but that "some organizations contribute much more to reading than others. Membership in the Booster's Club, while ever so desirable, does not contribute much to reading, whereas membership in a literary club does contribute greatly, for that is its peculiar function. Men who have no membership in organizations (this includes 50 per cent of all reporting) read 2 books (in a year), 1.7 newspapers, and 1.8 magazines. Men who reported membership in three or four organizations (10 per cent) read 7.7 books (in a year), 2.6 newspapers, and 6.6 magazines. Women who reported no membership in organizations (16 per cent) read 2.7 books (in a year), 1.7 newspapers and 2.2 magazines. Women who reported membership in three or four organizations (about 17 per cent) reported 7 books (in a year), 1.7 newspapers, and 4.9 magazines." Again it may be assumed that a selective process was operating in these cases, and that the leaders in a community who have broad interests are attracted to organizations and also engage in a wide variety of reading activities.

Of the eight factors to which reference has been made, the amount read seems to be most closely related to the educational advantages which individuals have had, to the kind of work in which they are engaged, and to their place of residence. The relationship is less pronounced between the amount read and age, membership in clubs, and attendance at movies. In all probability the two items mentioned last are merely evidences of broad interests on the part of some people. The findings of Parsons and Farnsworth suggest the need of more intensive and carefully controlled studies of the influence of various factors on the amount of reading in different types of communities.

In addition to determining the existence of relationships, such as those which have been reported, studies are needed which endeavor to determine how conditions can be improved. For example, what steps can be taken to develop broader reading interests, and, in many cases, ability to read better on the part of people who have had meager educational advantages? Furthermore, we need to know more definitely why rural people read far less than city people. The inaccessibility of good books in many communities seems to be an important factor. Do rural people have interests which can be satisfied through reading? If not, what agencies and methods may be used to stimulate them? Similar questions arise concerning the reading interests of people engaged in different types of work. In other words, this section of the report suggests a variety of interesting problems which merit careful study and thorough investigation.

The Kinds of Material Read

The reports concerning what adults read convey radically different impressions relative to the quality of the material read. These differences are strikingly illustrated

in the following contrast presented in Farnsworth's study. In 1921, *The Outlook* requested one thousand of its readers selected at random to send in a list of ten favorite living authors in the order of their preference. After tabulating and interpreting the returns, the following conclusions were reached: "There is little evidence of love for the sensual—neither is there a marked passion for sensationalism. In the main, I think the vote is for simplicity and directness. It stands for a sense of humor. All in all, the list is sound and significant." (32:9.)

In contrast with this optimistic view Farnsworth quoted the conclusions of Frank H. Chase, Reference Librarian, Boston Public Library, based on observations and various studies of what people in Boston read. "The first thing to emerge as I went about asking questions was that the people's reading has broken loose from all traditional bounds and standards. The second was the overwhelming bulk of reading matter supplied by the daily newspapers, and eagerly consumed by the public. All other sources of reading are completely dwarfed by the output of the daily press." After discussing the amount of reading, he continues: "It is sensation, not information that the public of the newspapers—our greatest reading public—most urgently demands. The aim of the modern newspaper is to get readers, circulation—for circulation brings advertising" (32:9-10). Chase found from booksellers, however, that Papini's *Life of Christ* had been the best seller next to fiction and that 7,500 copies of Robinson's *Mind in the Making* had been sold as compared with 6,000 copies of Zane Grey's *Call of the Canyon* (prior to the publication of a cheap edition).

Numerous examples could be given which present equally varied evidence and opinions concerning what adults read. The explanation for these differences lies in the fact that observations and studies have been made under various conditions, for different purposes, and by

people whose views differ radically. For these reasons, it will be practically impossible to present an accurate account here of what adults read. The plan has been adopted, however, of presenting the results of a number of studies of the newspapers, magazines, and books that are read by adults.

The Content of Newspapers

A very encouraging report was printed by the Globe Democrat Publishing Company (39) in 1924, as a result of a survey made for that paper by the D'Arcy Advertising Company, to the effect that the desirable qualities of newspapers mentioned most frequently by 80,797 people interviewed were dependability and clean news. In view of this report, it is difficult to explain why people in some cities follow radically different standards in selecting newspapers. For example, between 1921 and 1927, the tabloids increased 1,597,091 in circulation in New York City, while the "respected" papers, as expressed by the *New Republic,* lost 175,000 (30).

Analysis of an Issue of the Chicago Tribune

The general circulation of newspapers for the country as a whole was shown in Table III and will not be discussed further at this point. Analyses of the content of newspapers have supplied interesting evidence of the types of reading material provided for the public. For example, Donovan, after analyzing the July 21, 1924, issue of the *Chicago Daily Tribune,* reached the following conclusions: "The topics which received by far the greatest amount of space, as shown by the number of lines devoted to them, were, in the order of emphasis, athletics, markets, crime, and government and politics. Of those topics which occupied the front page, crime led all the

rest. Reports of accidents also received prominent placement. Government and politics came third" (25:371). If the assumption that is often expressed is right, namely, that newspapers print what the public wants, then grave questions may be raised concerning the interests of the newspaper public in Chicago.

Comparison of Content of Newspapers in 1899 and 1924

In order to find out if there has been any material change in the content of newspapers over a period of years, the *Nation* (29) compared the space devoted to various subjects in 110 newspapers printed in 14 cities in 1899 and in the same number of newspapers printed in 63 cities in 1924. The results of the analyses are presented in Table XIV. The former study was made by Delos F. Wilcox and the latter by Paul W. White.

A comparison of the percentages for the two dates reveals some very interesting tendencies. The *War News* of 1899 doubtless referred to negotiations following the Spanish American War and the first dispatches concerning the Boer War. The proportion of space devoted to news has decreased by more than 25 per cent. The percentage of space devoted to foreign affairs has almost doubled owing to the significant changes in Europe and our greater relation to them. "Politics remains about the same, while crime shows a notable increase. The percentage of space devoted to sport shows large expansion, while in society news there is a tremendous slump." Other significant interpretations follow:

> More striking than any changes in news policy, however, is the decreased space given to opinion. The percentage devoted to editorial utterance has been reduced by more than two-thirds, while letters to the editors have been cut to about one-sixth of their former quota. The decline in the editorial in-

fluence and importance of American newspapers has long been a familiar fact. So far as space goes, Mr. White finds that the decline is not only proportional but actual, the newspapers examined printing an average of fifty-six inches of editorial a day in 1924 as against sixty-five inches in 1899. This curtailment of letters to the editor Mr. White regards as "evidence of the lost intimacy between reader and editor." It is also due to the tendency toward standardization of thought, with an increasing contempt on the part of the wealthy owners of the modern press for the views of readers, and an unwillingness to give dissenting opinion a chance to express itself.

TABLE XIV*

COMPARISON OF PERCENTAGES OF SPACE IN NEWSPAPERS DEVOTED TO VARIOUS SUBJECTS IN 1899 AND IN 1924

SUBJECTS	PERCENTAGES					
	1899			1924		
I News			55.3			40.5
1 War news		17.9			0	
2 General		21.8			22.1	
Foreign	1.2			2.3		
Politics	6.4			6.5		
Crime	3.1			4.9		
Miscellaneous	11.1			8.4		
3 Special		15.6			18.0	
Business	8.2			7.9		
Sport	5.1			7.5		
Theater				1.5		
Society	2.3			.8		
Radio				.9		
II Illustrations			3.1			5.7
III Literature			2.4			5.3
IV Opinion			7.1			2.7
1 Editorials		3.9			2.2	
2 Letters		3.2			.5	
V Advertisements			32.1			45.8
1 Classified					14.3	
2 Display					31.5	

* Rearranged from author's data, p. 724-5.

Finally, and perhaps most important of all, one notes that the proportion of space devoted to advertising has increased by about 50 per cent. In actual amount the advance is still more impressive, the daily average of advertising having

jumped in twenty-five years from 539 inches to 1,172 inches. It is only another proof, of course, of the increased commercialization of our press. As Mr. White puts it: "It is evident that the business department of a newspaper has become more and more important. When one considers that in the last twenty-five years the circulation of daily newspapers throughout the United States has jumped approximately 15,000,000, and that the financial demands of present-day journalism have grown consistently more complex, there is seen to be ample cause for this development." (29:725.)

Contents of Newspapers Preferred by Readers

In order to find out what subjects in newspapers are of most interest, Ross (104) observed passengers on the New York subway. Of 1,837 passengers who were counted, 765 (41 per cent) were reading. Of these 41 were reading books, 23 magazines, and 701 newspapers. Observations of the kinds of material read were made on 253 passengers. The results are presented in Table XV. The entries in the table show that sports, cartoons and photographs,

TABLE XV*

Rank of Interest in Newspaper Subjects Preferred by 253 Adults

Rank	Subjects	Number Reading	Rank	Subjects	Number Reading
1	Sports	47	15	National news	5
2	Cartoons	34	16	Classified ads	4
3	Photographs	33	17	Industrial	4
4	Personal violence	18	18	Theater	4
5	Disaster	11	19	Social violence	4
6	Finance and trade	10	20	Science and invention	3
7	Foreign newspapers	10	21	Indictment and jail	3
8	Serial story	10	22	Literature, art, music	2
9	Editorial	9	23	Society and parties	2
10	Foreign news	9	24	Cross-words	2
11	City news	7	25	State news	1
12	Personal and human interest	7	26	Education and schools	1
13	Divorce	6	27	Church	1
14	Display ads	5	28	Home, garden	1
			29	Radio	0

* Rearranged from author's data, p. 213.

and sensational news are very popular. It is evident that there is some correlation between the interest of readers and the tendency reflected in the comparison of the content of newspapers in 1899 and 1924. If greater interest in national and international news, large civic problems and editorials is essential to good citizenship, then the public schools and those interested in adult education face a problem of great magnitude.

Magazines Read

The magazines which are read vary widely in different states, as shown in Table V. The results of only one local study will be presented. It was made by Farnsworth (32:19) who determined the eighteen best sellers at newsstands in four communities in Utah. They are listed in Table XVI. The entries in the table show a wide variety of tastes. The fact should be noted that very few magazines of the literary type are included.

TABLE XVI*

Eighteen Best Selling Magazines at Newsstands in Utah

Rank	Name of Magazine	Rank	Name of Magazine
1	Ladies Home Journal	10	True Stories
2	McCall's Magazine	11	True Romances
3	American Magazine	12	Hearst's International
4	Saturday Evening Post	13	Motion Picture Magazine
5	Woman's Home Companion	14	Red Book Magazine
6	Good Housekeeping	15	Literary Digest
7	Physical Culture	16	Motion Picture Classic
8	Cosmopolitan	17	Whiz Bang
9	Pictorial Review	18	True Confessions

* Rearranged from author's data, p. 19.

Magazines Which Are Circulated in Largest Numbers

A somewhat broader view of the magazine interests of the public can be secured from a list of the magazines

with subscriptions over a half million. The facts presented in Table XVII were secured from data concerning the magazines in general circulation as published in the *American Newspaper Annual and Directory for 1928.*

TABLE XVII

CIRCULATION OF LEADING MAGAZINES IN THE UNITED STATES

MAGAZINE	CIRCULATION	MAGAZINE	CIRCULATION
Ladies Home Journal	2,498,310	Needle Craft Magazine	1,024,866
Saturday Evening Post	2,295,388	Comfort	1,010,646
Woman's Home Companion	2,235,488	People's Home Journal	963,825
McCall's Magazine	2,225,390	Home Friend Magazine	903,156
Pictorial Review	2,224,104	Better Homes and Gardens	888,779
American Magazine	2,162,252	Farmer's Wife	811,188
True Story Magazine	2,084,621	Where-to-Go	773,067
Household Magazine	1,664,523	Columbia	748,521
Hearst's International Cosmopolitan Magazine	1,636,856	Red Book Magazine	746,754
Literary Digest	1,570,000	Pathfinder	739,607
Good Housekeeping	1,442,174	Household Journal	733,532
Liberty	1,378,731	American Legion Monthly	676,701
Collier's Weekly	1,327,875	Everyday Life	663,000
Delineator	1,277,369	Modern Home Making	659,345
Street and Smith Combination	1,275,119	Mother's Home Life	649,340
Blade and Ledger	1,250,000	McCall's Quarterly	625,000
Woman's World	1,243,774	Modern Priscilla	615,316
Gentlewoman	1,117,987	True Romances	603,685
Vickery and Hill List	1,096,052	Photoplay	518,751
National Geographic	1,040,715	Todays Housewife and Woman and Home	503,369
People's Popular Monthly	1,031,547		

A striking fact revealed by the table is the tremendous number of magazines published that relate to the home and to the interests of women. Another significant fact is the almost complete absence of the so-called literary magazines. The circulation of such magazines as the *Atlantic Monthly, Century, Current Opinion, Harper's Magazine, The Independent, The Outlook, Scribner's Magazine* and the *World's Work,* all fall well under the five hundred thousand mark.

Content of Magazines

Several analyses have been made of the content of magazines. The results of two of them will be summarized briefly at this point. Donovan (25:371) made an analysis of the contents of the *Literary Digest* for July 19, 1924. The topics in the order of their importance, as determined by the number of column lines devoted to them, were government and politics; nature; personal glimpses; music, art and literature; science; religion; investments and finance; wit and humor; poetry; current events; and personal items. As compared with the results of Donovan's newspaper analysis, this study indicates that the content of magazines is much more substantial and cosmopolitan in character.

Magazine Topics Listed in the Reader's Guide

A far more comprehensive study has been made of the content of magazines under the direction of Bobbitt (10) who had the topics listed in the *Reader's Guide to Periodical Literature,* 1919, 1920, and 1921, tabulated and classified. The results for forty-six topics are presented in Table XVIII.

The entries in Table XVIII are very impressive. They show that certain magazines, at least, print a substantial and productive type of material. The study, however, did not include those magazines, the contents of which have been seriously questioned during recent years. In commenting on the relative importance of topics in the table, Bobbitt refers to the fact that it might be assumed that the topics of largest importance tend to gravitate toward the head of the list. But, he continues, "we cannot be entirely sure of this. Because of the general petti-

ness and immediacy of native human interests, there are reasons to think that the reverse might be the case. In the aggregate, man seems to prefer to dwell on the little things that make up his existence from hour to hour and is reluctant to dwell on the things that are large and high and intrinsically important. He will attend to the large things when they reach the point where they worry him, but only because they worry him and not because of their inherent importance. It seems to be a fact that in general,

TABLE XVIII

TOPICS TREATED IN PERIODICAL LITERATURE

TOPIC	FREQUENCY	TOPIC	FREQUENCY
1. Government	9,920	24. Occupations *	732
2. Nations and states (mostly political and economic)	9,273	25. Communication	668
3. Education	4,792	26. Human association *	574
4. Transportation and travel	3,384	27. Heat, fuel	487
5. Intellectual vision *	3,289	28. Clothing, textiles	466
6. Geographical *	2,893	29. Electricity	436
7. Buildings	2,210	30. Philanthropy	426
8. Health, sanitation, disease	1,811	31. Mining	359
9. Food	1,562	32. Light, color	358
10. Labor	1,551	33. Culture levels and types.	333
11. Religion	1,456	34. Property	326
12. Play, sports, games	1,396	35. Psychology	301
13. Animal world	1,351	36. Population	226
14. Commerce	1,343	37. Petroleum and products..	226
15. Agriculture	1,248	38. General business organization and management..	221
16. Finance	1,232	39. Biological	196
17. Matter, substances chemistry	1,209	40. Astronomical	179
18. Family	1,199	41. Power *	171
19. Music	1,139	42. Mechanics (physics)	132
20. Races, people	1,101	43. Decoration	119
21. Manufacturing	984	44. Cleaning	112
22. Plant world	833	45. Time	94
23. Art	741	46. Mathematics	89

* Not otherwise specified.

so long as the things of fundamental importance are not presenting one with problems, one scarcely attends to them in any way" (10:9-10). Facts relating to the reading interests of adults in Russia during the last decade supply striking evidence of the truth of Bobbitt's statements.

Amount of Book Reading

All of the evidence presented in earlier sections of this report show conclusively that most people devote far less time to the reading of books than to reading other types of material. Furthermore, the number of books read during six months or a year, as revealed by the studies of Parsons (91) and Farnsworth (32), is strikingly small on the average. Some people, of course, read a large number of books while a vast majority of those questioned seldom read books. One reason why many people fail to read books, as determined by Parsons (91:102-3), is that reading is hard for them and they do not have courage to undertake the reading of a whole book. In other cases he found that adults are not interested in books and are perfectly satisfied with the type of reading opportunities provided by newspapers and magazines. In spite of these facts, it is interesting and encouraging to note the tremendous rate at which book reading is increasing. In Chicago, for example (91:14), the population in 1890 was 1,099,850 and the library circulation was 843,971; in 1900 the population was 1,698,575 and the circulation was 1,749,775; in 1910 the population was 2,185,283 and the circulation was 1,805,012; in 1920 the population was 2,701,705 and the circulation was 7,651,928. The very rapid increase between 1910 and 1920 has continued since that date with even greater acceleration.

Types of Books Preferred

A very interesting analysis has been made by Donovan (25) of the types of books preferred. His findings are quoted somewhat at length because they are typical of records and reports from other sources. The first step which Donovan took was to determine the types of books

withdrawn from the Chicago Public Library in 1923. Table XIX gives the percentage for each of seven types of books drawn out. The entries in the table show that more than half of the books withdrawn were fiction. They indicate also a decided preference for material that can be read for recreation. This tendency is verified by practically all circulation data reported by librarians for a number of years.

TABLE XIX*

PERCENTAGE OF EACH OF SEVEN TYPES OF BOOKS DRAWN OUT OF THE CHICAGO PUBLIC LIBRARY IN 1923

SUBJECTS	PERCENTAGE
Arts and sciences	22.8
Literature and language	8.8
History and biography	5.7
Travel	2.8
Theology, etc.	2.8
Fiction	
Adult	46.3
Juvenile	6.0
Foreign life	4.8

* Rearranged from author's data, p. 374.

The second step taken by Donovan was to interview those in charge of the Kroch International Book Store and of Marshall Field's book department. His comments and conclusions follow:

Although unable to furnish complete statistical data as to the distribution of their sales, they were able to give relative ranking and to offer some interesting comments as to the nature of the demands made by the public. Their sale of fiction exceeds the sale of all other types of literature. There is also a liberal and apparently growing demand for biography and travel. The sale of children's books is increasing more rapidly than the sale of adult literature. The character of the books demanded appears to be of a higher order than formerly. People of all classes read more than they did and show more

discrimination. Women are more interested than men in fiction. People seem to adopt certain fashions in literature just as they do in dress; one style appears to prevail for a season and then pass out of vogue. Popular interests in reading may be determined by ever so slight a suggestion. A preacher may make a favorable comment on a book, and one-tenth of his congregation may call for it at the bookstore during the week; a reporter may unwittingly refer to a book in reporting some event, and, as a result, the sales of the book may instantly run into the hundreds; an editorial always produces more of a demand than a book review. Those issues which are claiming the public's attention at any time determine in a large measure what people read. A great criminal trial will send hundreds to the bookstore for works on psychology, psychoanalysis, and medicine. A prominent man hunting in a foreign land will lead others to read books on hunting, travel, and foreign countries.

Since booksellers report that many people become interested in a wide range of topics through slight suggestions, the lesson for the school to draw from this generalization is that it can possibly exercise a much greater influence in directing the reading of the general public than it has ever done. If the attention of the public is directed to a wide variety of books of interest, many will receive suggestions which will result in their reading more extensively. (25:373-5.)

Number of Books in Home

The view is often expressed that one explanation for so little book reading among people in general lies in the fact that there are so few books in the home. In order to determine the size of home libraries, Wulfekoetter (149) through the assistance of branch librarians and teachers secured information concerning the libraries of 2,662 families in Hamilton County, Ohio, in which Cincinnati is located. The data collected showed that the average number of books in the homes of that county was 120. The average for Cincinnati was 70 and for the county outside of Cincinnati, including six towns with population ranging from 2,000 to 30,000, was 148. The rural sections

representing nine townships showed an average of 94 books per family.

The results of the survey suggested two reasons for lack of ownership of books in the home.

> The first of these is the accessibility of the public library, with its wide-spread system of branches, stations, and school deposits covering the entire county, making it easy to secure books without the necessity of purchase. Adults interviewed expressed the opinion that general needs were supplied by the public library, school libraries and lending libraries except, as one woman said "for the books one really loves."
>
> The second reason for non-ownership—living conditions—seems far more important in its bearing upon the question. That the better type home always has books is indicated by the high average in such neighborhoods as compared with the poorer, congested districts where the average was as low as one book per family. Yet from all parts of the city and suburbs and even from outlying villages there came the same statement—there is no room for books in apartments and small houses, and they are troublesome in frequent movings. Crowded quarters make necessary either buying and giving away books after reading them, or dependence upon public libraries or lending libraries according to the financial condition of the family and its reading habits. (147:1178.)

Types of Books Owned in Homes

A study of the types of books owned brought to light two significant facts. The first is that "objectionable books are conspicuous by their absence." The lack of new fiction suggests that people are depending on libraries or lending agencies for their supply of best sellers. If this is true libraries have an opportunity to stimulate interest in desirable types of books through various forms of publicity. The second fact is the inferior quality of children's books in the home indicating the need for the education of parents by booksellers and librarians with respect to appropriate books for children.

That the number of the books read and even purchased for the home can be increased and the quality improved through appropriate means has been demonstrated in many communities throughout the country. As an example, the activities of the women of Corvallis, Oregon, as reported by Shuler (108), after they had decided that something should be done to give the community higher standards with regard to books, are described:

> The "something which they determined upon was a book fair." They wrote to libraries for lists of good books. They scoured the surrounding country for first editions. They borrowed sets of volumes and good publications of every kind. The books which they secured they listed in twenty-six divisions, including history, travel, home economics, industry, fiction, poetry. Twenty-six committees of women were organized, one for each division. And each committee collected all of the information it could find in order to be able to talk intelligently upon the books in its division.
>
> The books were displayed in the largest church in town during the week of the agricultural fair, and 9,000 persons came to see them, townspeople and rural people, business men and housewives and children. The visitors saw the rows and rows of worthwhile publications. They listened to the information given by the women in charge of the various divisions. And they went away with lists of books whose purchase will enrich that community throughout the years to come.
>
> It had been said that Corvallis was "not a book-buying community." Today the sale of books in the town has been quadrupled, and so much interest has been developed that the local newspaper has established a department of book review. (108:297.)

The Corvallis "book fair" is only one of many campaigns for better books referred to by Shuler. Various other devices are employed in different states, cities and rural communities. These should be collected, analyzed and made available for the stimulation, encouragement and suggestions they offer to other communities.

Interests and Motives That Influence Readers

The motives which prompt people to read are as varied as the character of the material read. In a summary report based on conferences by Parsons (91) and by Gray (43) with more than nine hundred adults, the following purposes of silent reading were enumerated: "to keep informed concerning current events; to secure specific information of value in making plans; to learn more about events or problems of special interest; to secure the opinions of others concerning civic, social, and industrial problems; to keep in touch with business or professional developments; to secure suggestions concerning efficient methods of doing work; to determine the important items in correspondence, messages, and instructions; to follow directions; to advance in one's field of work; to broaden one's range of information; to keep the mind stimulated with important things to think about; to develop a broad outlook on life; to secure pleasure and recreation during leisure hours; to satisfy curiosity." Most of the reading of adults is done silently. However, there are frequent uses of oral reading the purposes of which mentioned most frequently are "to inform or entertain others in private or public, to increase one's understanding and appreciation of materials read, and to entertain children or interest them in reading" (43: 9). This summary doubtless emphasizes the more serious and valuable motives which prompt adults to read.

Interests of Those Taking Reading Courses in Libraries

That much reading, prompted by presumably serious motives, is done has been revealed in several significant studies. For example, Miriam D. Tompkins, Chief of

TABLE XX

SUBJECTS OF INDIVIDUAL READING COURSES APPLIED FOR IN MILWAUKEE IN 1927 AND THE NUMBER APPLYING FOR EACH

SUBJECTS	NUMBER APPLYING	SUBJECTS	NUMBER APPLYING	SUBJECTS	NUMBER APPLYING
Accounting	3	Electricity	14	Mining Engineering	2
Adult Education	2	Elocution	4	Music	24
Adventure	7	Engineering	3	Napoleon	1
Advertising	10	English	78	Nature	1
American Life	1	English—Business	22	Nursing	3
American Merchant Marine	1	Ethics	1	Pedagogy	1
Archaeology	1	Etiquette	10	Petroleum	1
Architecture	6	Factory Management	1	Pharmacy	3
Architectural Drawing	1	Fiction	47	Philosophy	15
Art	12	Fiction Writing	2	Photography	3
Astronomy	2	Finance	3	Plumbing	2
Automobiles	2	Forestry	1	Poetry	4
Aviation	11	French	2	Poultry Raising	1
Beauty Culture	3	Gardening	6	Printing	3
Biography	21	General	141	Psychology	61
Biology	3	Geography	2	Public Speaking	12
Bookkeeping	1	Geology	1	Radio	1
Botany	1	Heating and Ventilating	1	Railroads	1
Boys' Books	1	History	46	Real Estate	13
Building Estimating	1	Hindus	1	Religion	15
Business	36	Home Economics	9	Rug Making	4
Character Analysis	1	Hotel Management	1	Salesmanship	25
Carpentry	3	Hygiene	3	Science	12
Chemistry	5	Industrial Welfare	1	Secretarial	1
Child Training	2	Insurance	2	Show Card Writing	1
China	2	Interior Decorating	45	Short Story	3
China Painting	1	International Relations	1	Short Story Writing	2
Chinaware	2	Investments	1	Social Problems	15
Citizenship	2	Japanese Life	1	Sports	3
Club Program	1	Jewelry	2	Stamp Collecting	1
Clocks and Watches	2	Journalism	10	Steel Treatment	1
Commercial Law	3	Labor	1	Technology	8
Costume Design	4	Lamps	1	Telephone	2
Dancing	1	Language	2	Theatricals	1
Drama	15	Law	4	Theosophy	1
Drama Production	1	Literature	188	Traffic Management	1
Drawing	1	Mathematics	4	Travel	102
Dressmaking	1	Manufacturing Chemistry	1	Vocational Guidance	4
Economics	8	Mechanical Drawing	3	Wells, H. G.	1
Education	2	Merchandizing	1	Window Trimming	1
Education—Industrial	1			Total	1207

Adult Educational Service, Milwaukee Public Library, prepared lists of subjects that formed the basis during 1927 of (a) 1207 individual reading courses which were organized under the direction of the Readers' Adviser to meet the special needs of individual readers and (b) 516

courses that were prepared and issued by the American Library Association in the "Reading with a Purpose" series. The subjects of the individual reading courses and the number of readers pursuing each are listed in alphabetical order in Table XX. Similar data relative to the American Library Association "Reading with a Purpose" courses are presented in Table XXI. The striking fact revealed by Table XX is the great diversity of interests revealed. Those subjects which were applied for most frequently, such as "literature," "general," "travel," "English," and "psychology," suggest a strong desire on the part of applicants to extend their range of information and to broaden their horizon. The remaining topics indicate a very wide variety of interests both in general and in very specific and practical subjects.

TABLE XXI

SUBJECTS OF THE AMERICAN LIBRARY ASSOCIATION COURSES APPLIED FOR IN MILWAUKEE IN 1927 AND THE NUMBER APPLYING FOR EACH

SUBJECTS	NUMBER APPLYING	SUBJECTS	NUMBER APPLYING
American Education	4	Our Children	20
Americans from Abroad..	36	Philosophy	36
Appreciation of Sculpture	4	Physical Sciences	4
Architecture	18	Pleasure from Pictures ..	14
Biology	7	Poetry of Our Times	19
Conflicts in American Public Opinion	24	Psychology	86
Ears to Hear	45	Religion	12
English Literature	28	Sociology	18
Foreign Relation of the United States	3	Some Great American Books	8
Founders of the Republic.	3	Stars	2
French Revolution	14	Ten Pivotal Figures	11
Frontiers of Knowledge..	17	Twentieth Century Novels	32
Life of Christ	12	U. S. in Recent Times....	12
Modern Drama	21	Total	516
Modern Essay	6		

The ages of those who applied for individual reading courses are shown in Table XXII, together with their

status in the course at the end of the year. It is evident that people are most concerned with self-improvement between the ages of 14 and 35. The small proportion of withdrawals is very gratifying. The statement should be added that a majority of the withdrawals were for legitimate reasons.

TABLE XXII

AGES OF 1207 READERS WHO APPLIED FOR INDIVIDUAL READING COURSES DURING 1927 AND THEIR STATUS IN THE COURSES AT THE END OF THE YEAR

AGES	ACTIVE	COMPLETED	WITHDRAWN	TOTALS
12—13.....	9	0	0	9
14—16.....	56	37	5	98
17—20.....	188	55	20	263
21—25.....	206	86	32	324
26—30.....	120	46	19	185
31—35.....	78	26	9	113
36—40.....	43	13	4	60
41—45.....	32	17	2	51
46—50.....	20	8	0	28
51—55.....	1	1	1	3
56—60.....	1	0	0	1
Unknown....	70	0	2	72
Total.....	824	289	94	1207

Table XXIII shows in general the amount of education which the readers of individual courses had received. It is a very significant fact that a large majority of those seeking help had only a high school education or less. This indicates that the public library is offering means for many young people to continue their education under guidance. It also indicates that most of those taking individual reading courses need relatively simple reading material. In this connection the fact should be pointed out that a considerable proportion of those who withdraw from courses did so because of reading difficulties which they encountered.

TABLE XXIII

AMOUNT OF EDUCATION POSSESSED BY 1207 READERS WHO APPLIED FOR INDIVIDUAL READING COURSES IN 1927

AMOUNT OF EDUCATION	NUMBER
Below eighth grade	21
Eighth grade	211
Eighth grade and business	49
Eighth grade and evening high school	3
Eighth grade and a university summer course	16
One year of high school	48
Two years of high school	89
Three years of high school	58
Four years of high school	276
High school and special course	14
High school and business	29
High school and university extension	19
Technical high school	8
Some high school	11
One year of normal	6
Two years of normal	41
Three years of normal	3
Normal special	8
One year of college	28
Two years of college	22
Three years of college	18
Four years of college	86
Post graduate	13
Foreign education	10
Not classified	106
Not classified—very intelligent	10
Total	1207

The vocations of the readers are indicated in Table XXIV. The groups which are most largely represented are stenographers, housewives, students, office clerks, saleswomen, salesmen, teachers, personnel officers, factory workers, bookkeepers, telephone operators. In addition, representatives from practically every vocation are included. These facts indicate that libraries and other agencies of adult education should concern themselves in the future with the needs and interests of every type of worker.

TABLE XXIV

OCCUPATIONS OF 1207 READERS WHO APPLIED FOR INDIVIDUAL READING COURSES IN 1927

OCCUPATION	TOTAL
Accountants	7
Advertisers	13
Architects	1
Artists	4
Auditors	8
Bank Cashiers	1
Bank Clerks'	3
Bookkeepers	31
Building Superintendents	3
Bundlers	1
Business—Unclassified	4
Butchers	1
Buyers	3
Cafeteria Workers	1
Candy Packers	1
Carpenters	5
Cashiers—Stores	1
City Directory	1
Clergymen	2
Comptometer Operators	4
Construction Mgrs. Wis. Tel. Co.	1
Confectioners	1
Credit Clerks	1
Dancing Teachers	1
Division Mgrs. Tel. Co.	3
Domestic Service	8
Draftsmen	2
Dressmakers	6
Druggists	1
Drug Clerks	4
Electricians	14
Elevator Operators	5
Employment Mgrs. Ass't.	1
Engineers—Electrical	1
Engineers—General	7
Engineers—Mining	1
Exchange Mgr. Tel. Co.	1
Factory Managers	1
Factory Workers	32
Farmers	1
Firemen	4
Floor Managers, Dept. Store	2
Foremen	26
Forewomen	1
Garagemen	2
Gardeners	3
Gas Station Attendants	5
Hotel Clerks	1
Housewives	107
Inspectors	2
Interior decorators	1
Janitors	1
Jewelers	1
Journalists	6
Laborers	3
Laundry Workers	2
Lawyers	9
Librarians	16
Library pages	17
Lumber Tallymen	1
Machinists	7
Machinist Apprentices	1
Mail Carriers	4
Mail Clerks	3
Manicurists	3
Masons	3
Matrons	1
Mechanics	4
Messengers	4
Metal Testers	1
Milliners	5
Motormen	1
Multigraphers	4
Musicians	2
Music Teachers	3
Nurses	9
Office Clerks	82
Office Managers	7
Packers	1
Painters	1
Payroll Clerk	7
Personnel Officer	33
Photographers	1
Plasterers	1
Playground Directors	1
Plumbers	2
Pressmen	1
Printing Trades	8
Private Secretaries	12
Railroad Clerks	1
Real Estate Dealers	8
Research Workers	1
Sales Managers Dept. Store	1
Salesmen	48
Salesmen—Bond	1
Salesmen—Dept. Store	20
Salesmen—Insurance	1
Saleswomen	54
Service Dept. Tel. Co.	1
Service Desk—Dept. Store	1
Service Manager Dept. Store	1
Shipping Clerks	2
Social Workers	8
Stenographers	122
Stock Clerks	6
Store Managers	1
Store Managers' Assistants	1
Store Owners	1
Students	103
Superintendents of Restaurant	1
Tailors	2
Teachers	37
Technicians	1
Telephone Operators	29
Time Keepers	2
Toolmakers	1
Traffic Managers	6
Truck Drivers	1
Watch Makers	1
Y. M. C. A. Secretaries	2
Not known	37
Not working	37

Ruth Munroe analyzed data concerning 381 women and 217 men who sought help in their reading at a public library. Her unpublished findings are similar in some respects to those of Tompkins. With respect to occupation, the records showed that clerical workers and salespeople requested help most frequently. The professional and managerial group was next in number, although the percentage for this group was only 17. Those who worked with their hands, either at skilled or common labor, included only 10 per cent of the entire group. The records of both Munroe and Tompkins indicate that the woman in business seeks the help of libraries in larger numbers than the home maker. With respect to education, both investigators found that the largest group seeking library assistance comprised high-school graduates and that of the remainder the percentage having less than four years of high school training was much larger than those having more training.

The reasons given for seeking help was recorded in 556 cases. Special interests were responsible in 30 per cent of the cases. These varied from Italian Renaissance architecture to methods of growing potatoes. A desire to acquire general culture was expressed by 24 per cent. Vocational needs prompted 20 per cent of the group. Twelve per cent were eager to secure help in improving their English; 8 per cent were interested in recreatory reading; and 3 per cent each in the care of children and in a miscellaneous group of motives. The relatively low standing of "recreation" and the "care of children" can be explained by the fact that desirable materials along these lines are usually suggested quickly at other desks in the library than the one occupied by the reference librarian. A system of recording conferences and withdrawals should be developed which will provide complete information concerning the service rendered by librarians.

Interests as Revealed Through Questions Asked of Reference Librarians

A second source of information concerning the interests and motives of readers are the questions asked of reference librarians.

In a study reported by Charters (18), 119,745 questions were collected in 18 cities widely distributed throughout the country. These questions were then classified under ten different headings as indicated in Table XXV. The entries in the table show that people are most

TABLE XXV*

Classification of 119,745 Reference Questions

Class	Average	Median
General	4.0	2.5
Philosophy	1.7	1.5
Religion	2.2	2.2
Sociology	21.4	22.7
Philology	2.4	2.4
Science and technology	22.5	18.0
Fine arts	13.5	11.0
Literature	11.3	12.5
History	21.0	24.2

* Rearranged from author's data, p. 152.

concerned about problems in the fields of the social sciences, the fine arts and literature and the natural sciences. Furthermore, Charters' study indicates that there is considerable uniformity in different parts of the country with respect to the fields represented by the questions asked. There is some change from year to year, however. Records for Pittsburgh show that 27 per cent of the questions asked in the sampling for 1905 related to the science fields. "This rose to 37 per cent in 1910, and to 43 per cent in 1915; fell to 35 per cent in 1920 and to 28 per cent in 1925. The trend of history was symmetri-

cally opposite. Interest in sociology has been upwards, in fine arts and religion slightly downwards" (18:151).

The studies of Tompkins, Munroe and Charters show conclusively that there is keen interest in many problems of large significance and in many highly specialized fields. It is difficult to estimate the extent to which libraries might be used in the study of social and vocational problems if adults had been trained to use libraries and if libraries were equally well prepared to provide for the reading needs of all members of their respective communities. As pointed out by Wilson (143) there is need of an enlarged conception of the function of the library in many localities, and as emphasized by Charters (18) there is a constantly growing demand for librarians "who in effect are research directors and who are even more intensively trained than now."

Uses of Recreational Reading

The motives for recreatory reading are as diverse as are those for more serious types of reading activities. It is fortunate, indeed, that this is the case. We live in a strenuous age, and also one in which a tremendous amount of routine work is necessary on the part of many. It is quite essential that relief be secured from daily obligations through various activities of which reading is one. The special advantages which attach to reading are that it not only provides recreation but it also broadens the interests of readers, stimulates good thinking, and preserves a balance and flexibility of mind which are of the greatest importance as individuals advance in years.

One of the most comprehensive studies of the uses of recreatory reading which has been made was carried on by Montgomery who secured from 410 adults statements concerning their uses of recreatory or leisure-time reading. Twelve different groups (80:15) were represented;

namely students (57.1 per cent), teachers (11.2 per cent), housewives (6.8 per cent), professional men and women (4.4 per cent), musicians (3.4 per cent), artisans (3.4 per cent), stenographers (2.9 per cent), librarians (2.9 per cent), physicians (2.4 per cent), housemaids (2.4 per cent), ministers (1.9 per cent), nurses (1.1 per cent). Unfortunately the group as a whole was made up largely of students and those in professions. Nevertheless, the study reveals a surprisingly wide variety of uses of recreatory reading, which are listed in Table XXVI (80:17-21) in the order of the frequency with which they were mentioned. Questions may be raised concerning the validity of including under "Uses of Recreatory Reading" some of the items in the table. However, Montgomery's entire list is presented in order to indicate the wide range of uses suggested by those who submitted statements.

TABLE XXVI

USES OF RECREATORY READING AS REPORTED BY 410 ADULTS

USES OF RECREATORY READING	FREQUENCY OF MENTION
For diversion	203
Because one likes author	174
For recommendation of book	156
For interesting title	151
For physical rest	145
To relieve common everyday experiences	139
To visualize	132
To get away from real life	131
For pleasure	115
For description	100
For the titles of pictures	83
To get concrete imagery	70
For sensory imagery	70
For appeal to certain subjects	70
To spend time	69
To read a story after seeing a movie or play	69
For beautiful pictures	69
To enjoy sudden changes and sharp contrasts	64
To keep up with companions	62
For general knowledge	52

TABLE XXVI—*Continued*

Uses of Recreatory Reading	Frequency of Mention
To increase vocabulary	52
For comparison	52
To see what is happening	50
For sheer love of reading	47
To satisfy emotions	46
To relive actual experiences	37
To relieve monotony	37
For spiritual guidance	35
For change of thought	34
To relieve loneliness	33
To get beautiful thoughts	33
To become acquainted with the style of the author	32
For mental rest	31
To find how the customs of our ancestors grew up	31
For popularity of book	31
Because it is my hobby	30
For rhythm	29
To become acquainted with characters	28
To change emotions	27
To arouse emotions	27
To give pleasure to others	27
To find how people live	25
For understanding of human nature	25
Because others are reading	23
To get in touch with our social heritage	22
To understand other people	21
By chance	20
To get new ideas	19
To get sleepy	18
To get viewpoint of others	18
To get a laugh	16
To forget an unpleasant incident	15
For sense of harmony	15
For the ending	14
For appearance of book	14
To read for the spirit of the selection	12
For good type of magazine	12
For beauty of words	12
For conversation in books	10
To get news from home	10
To keep from talking to others	10
For vicarious excitement	9
For attractiveness of cover	9
To understand a movie	8
To widen our interests	7

TABLE XXVI—*Concluded*

Uses of Recreatory Reading	Frequency of Mention
To enjoy poetry	7
To share results and compare notes	6
To learn about the author	5
To be sociable	5
For inspiration	5
For joy	4
For appeal of large print	4
For interesting reviews	4
For interesting advertisements	4
For appreciation	4
For interesting beginning	3
To develop imagination	3
Because book was new	2
For certain types of stories	2
For the story	2
To enjoy music	2
For beauty of thought	2
To get pictures of impossible idealism	2
For skilful portrayal of characters	2
To complete book after having read part as serial	2
To see how people achieve success	2
To name pictures	2
For quality of paper in book	1
For size of book	1
For the habit of reading	1
To see how the title is chosen	1
To see if story is worth while	1
To see where to visit when planning a trip	1
To answer riddles	1
Feeling of need	1
To read a speech after hearing it	1
To read about a game after seeing it	1
For dramatization	1
For personal interest in author	1
Total	3323

In order to determine the most popular types of recreatory reading from the specific items listed in the table, the latter were classified into ten main divisions or groups. These are listed in Table XXVII (80:31) which shows also the total number of uses of recreatory reading under

each of the ten divisions as reported by people in different professions and occupations.

TABLE XXVII

USES OF RECREATORY READING OF DIFFERENT TYPES REPORTED BY PEOPLE IN DIFFERENT OCCUPATIONS

	Physicians	Ministers	Nurses	Maids	Artisans	Housewives	Stenographers	Teachers	Musicians	Professional Men and Women	Librarians	Students	Total
Number of replies to questionnaire	10	8	5	10	14	27	12	46	14	18	12	234	410
Satisfaction of curiosities	17	4	4	13	16	59	24	115	24	27	27	596	927
Relaxation	22	12	10	16	24	63	18	120	36	38	16	357	732
Culture	8	4	4	4	9	21	4	47	6	11	8	188	313
Emotional satisfaction and stimulation	4	2	3	6	3	29	5	39	6	12	11	247	367
Vicarious experience	6	2	1	10	7	20	10	38	9	15	12	127	257
Vivid description	13	6	0	3	11	31	11	66	22	8	11	63	245
Background or atmosphere	5	5	3	2	0	20	6	60	7	11	21	98	238
To idle away time	0	0	0	10	1	4	3	7	1	5	0	87	118
Sense of duty	0	2	0	10	0	1	0	6	0	7	3	68	97
Physical attractiveness of book	0	0	0	0	0	0	0	1	0	1	0	27	29
Total Number	75	37	24	74	71	248	81	499	111	135	109	1859	3323

This classification reveals a strong tendency toward two main uses of recreatory reading among adults; namely, to satisfy curiosities and for relaxation. It also shows that recreatory reading of one type or another is engaged in by people in various professions and occupations. In only a few instances were people found who did not read for recreation. Another significant fact revealed by the study is that groups of readers and individuals make various uses of recreatory reading, depending upon their mood and interests. As suggested earlier, it is highly desirable that they should do so. The real issue that arises relates to the value of the content of what is read.

The Effect of Different Advertising Appeals

Very few studies have been reported in which an effort was made to measure the effect of using different motives or appeals in inducing people to read. A study by Munroe (83) is very suggestive in this connection. She prepared six form letters making use of as many different appeals in a campaign to get people to come to the library for books to read. The motives employed were "practical advancement, social prestige, parental affection, recreation, curiosity, and culture, that is esthetic and intellectual interest." Letters were then sent to a carefully selected, representative list of citizens of Cleveland who did not hold library cards. The results were analyzed with respect to race, nationality, age, sex, and occupation. The results showed that the strongest appeal was "parental affection." Intellectual and esthetic interests proved of little value in this study. The strength of practical and social appeals varied with different groups, being strong among clerical and higher occupations and weak among laborers. The recreational appeal was surprisingly weak. The same statement may be made concerning the value of questions to arouse curiosity. It is difficult to explain these findings in view of the large importance of "satisfaction of curiosity" and "relaxation" among the uses of reading listed in Table XXVII. Such investigations as the one by Munroe are very valuable, however, because they suggest problems for further intensive study which might not be recognized as a result of extensive, but less analytical, studies.

Summary Statements

The studies of adult reading which have been summarized suggest a number of significant conclusions. The

first is that the reading of newspapers is almost universal among adults, and that magazines and books are read less widely, the former far exceeding the latter in popularity. The factors or conditions that are most closely related to the amount read are the previous educational advantages of the readers, the kind of work in which they are engaged, and their place of residence. The relationship between the amount read and age, membership in clubs, and attendance at movies is less pronounced. However, wide interest in a variety of activities is usually accompanied by a relatively large amount of reading. As a rule women read books and magazines more and newspapers less than men.

The second conclusion is that the parts of newspapers most frequently read relate to sports and sensational news. Evidence of this fact is revealed both through analyses of the content of papers and through studies of what people actually read. The rapid increase in the circulation of tabloids is also suggestive in this connection. The decrease in the amount of space devoted to editorials and the small evidence of interest in reading about significant social problems and issues of national and international importance are regrettable. In this connection, those interested in adult education face a problem of great magnitude.

A third conclusion is that there is much good and much poor, if not harmful, material read in magazines, that the large majority of the magazines published are of a popular type appealing in many cases to the interests of home makers, that the content of magazines of the current events type is more substantial and cosmopolitan than that of newspapers, and that the literary type of magazine is not read widely. As pointed out by Bobbitt, it is a common human failing to be interested in problems of large importance only when they present personal problems to readers or begin to worry them.

Lack of interest in magazines which deal with vital social problems and which extend experience along wholesome lines presents problems to teachers, librarians, and those interested in adult education.

A fourth conclusion is that fiction is the most popular type of book read, that people's interests in particular books are easily aroused, and that libraries and book lending agencies are depended on for popular books much more largely than the home library. Efforts made in many communities show conclusively that the amount and quality of book reading can be notably increased. There is need of determining various methods and agencies through which improved reading habits with respect to books can be secured most economically and effectively.

One very encouraging sign of the times is that young people and adults are making use of the library to continue their education along many lines and to study specific problems in which they are vitally interested. In order that these needs may be fully met, libraries must be organized more largely than in the past to provide for the reading and study interests of all the citizens of a community as contrasted with those of literary inclinations only. As the library is used more and more widely by those of meager educational advantages, the need for much simply written material relating to adult problems becomes increasingly urgent.

The fact that a large proportion of adults are interested in recreatory reading is very fortunate. The character of much of the material read, however, is open to criticism. The remedy lies not in suppressing the tendency to engage in reading for recreation, but rather in stimulating and directing the reading interests of adults into more profitable fields. In this connection there is need of much productive research concerning the motives or appeals which influence different types of readers most.

CHAPTER IV

The Reading Interests of Special Groups of Young People and Adults

The Problem

Frequent reference has been made in earlier sections to the fact that the reading interests of different groups vary widely. Both Parsons (91) and Farnsworth (32) presented evidence which shows that the amount read varies notably among people in different occupations. Tompkins submitted records showing that the serious reading interests of adults relate to almost every field of human activity. Montgomery (80) found that the uses of recreatory reading varied to a considerable extent among those who are engaged in different kinds of work. Unfortunately, intensive studies have been made of the reading interests of only a few special groups of young people and adults.

The Newspaper Reading of Business and Professional Men

In order to determine the newspaper reading habits of business and professional men in New York City, Hotchkiss and Franken (53) carried on an inquiry between June 1 and September 1, 1921. A questionnaire was sent out from the Bureau of Business Research of New York University to 2000 representative members of the following classes:

1. Stock exchange members (entire list).
2. National advertisers (list supplied by a national magazine).
3. Forwarding and shipping agents (list supplied by a steamship company).
4. Doctors (random selection from the Classified Telephone Directory).
5. Lawyers (random selection from the Classified Telephone Directory). (53:2.)

Five hundred ninety-nine replies were received, presumably from those most interested in reading. The records were compared with the results of studies of the reading habits of other groups. Table XXVIII (53:3) shows the number of newspapers reported by the various groups tested. The study of the reading of college students

TABLE XXVIII

NUMBER OF NEWSPAPERS READ BY DIFFERENT GROUPS

NUMBER OF PAPERS READ	PER CENT OF 998 MALE COLLEGE STUDENTS	PER CENT OF 599 NEW YORK BUSINESS AND PROFESSIONAL MEN	PER CENT OF CHICAGO BUSINESS AND PROFESSIONAL MEN
None	0	0	0
One	7.8	6.0	14.
Two	46.0	42.3	46.
Three	26.7	25.8	21.
Four	13.9	17.3	10.
Five	3.7	5.0	3.
Six	.8	1.8	2.
Seven	.4	.3	0
Eight	.4	.3	3.
Nine	.1	1.5	0

had been completed a year before in New York City and the study of the reading of Chicago business and professional men had been made earlier by Walter Dill Scott. The entries in the table reveal striking similarities in the number of newspapers read by the different groups. In general, about 45 per cent of the men read two news-

papers daily and from 21 to 26 per cent read three newspapers daily.

Table XXIX (53:5) compares the preferences of each of four groups for ten different features of newspapers. The data presented indicate that the interests of New York business and professional men and of college students are not unlike. However, finance ranks a little lower and sports a little higher with the college group. Clerks seem to be much more interested in editorials and less in finance, and Chicago business and professional men seem to be most interested in local news and politics.

TABLE XXIX*

PREFERENCES OF EACH OF FOUR GROUPS FOR TEN DIFFERENT FEATURES OF NEWSPAPERS

FEATURES	546 BUSINESS AND PROFESSIONAL MEN OF NEW YORK		988 MALE COLLEGE STUDENTS IN NEW YORK		91 MALE CLERICAL WORKERS IN NEW YORK		CHICAGO BUSINESS AND PROFESSIONAL MEN	
	Per Cent	Rank	Per Cent	Rank	Per Cent	Rank	Per Cent	Rank
General News .	19.30	1	19.72	1	16.88	1	7.2	6
Finance	16.78	2	9.95	4	4.18	9	11.3	3
Editorials	11.53	3	14.72	2	16.40	2	9.0	5
Politics	11.16	4	11.38	3	8.20	5	15.8	2
Foreign News .	10.01	5	6.08	6	8.99	3	9.5	4
Sports	7.59	6	8.76	5	8.91	4	5.8	8
Local News ...	4.24	7	3.36	10	4.97	7	17.8	1
Business Page.	3.14	8	3.35	11	2.29	15	...	..
Special Articles	2.70	9	4.72	7	5.99	6	4.3	9
Cartoons	2.39	10	2.34	12	4.50	8	4.3	9

* Rearranged from author's data, p. 5.

In December, 1925, Hotchkiss (52) secured information from 800 advertising managers and 200 advertising agency executives relating to newspaper preferences and the sections most frequently read. The records secured showed that slightly over 67 per cent read two papers. It is difficult to explain why advertising executives should read fewer papers daily than students or other business

and professional men. This comparison assumes, of course, that the groups reporting were thoroughly representative, which in all probability was not the case. Inasmuch as the records relating to the sections of newspapers read were summarized separately for each paper, they will not be discussed here.

An important conclusion arising from a study of the results of these two investigations is that business men in different cities may have widely different interests in newspapers and that business executives in the same city engaged in different lines of work may differ widely in their reading habits. It follows that in order to understand the reading habits of any group of people in the same or different cities, it is necessary to make specific studies of the reading proclivities and interests of each group that is considered.

The Independent Reading of College Students

The facts presented in earlier chapters show that college graduates do more reading than other adults who have had fewer educational advantages. Furthermore, they read with greater discrimination as indicated by the fact that they devote a smaller proportion of their total reading time to newspapers and far more to books and magazines. These tendencies are very commendable and lead one to suspect that the habit of independent reading is thoroughly established before the end of college days. However, there is marked dissatisfaction among college instructors, concerning both the amount and the quality of the voluntary reading done by students, as indicated by the Report of Committee G (102) of the American Association of University Professors. Published studies of the reading of college students reveal very interesting facts.

Amount of Reading

Millis (78) and other members of a committee made a questionnaire study among undergraduate students in the University of Chicago to determine the amount of time used each week in reading serious books and magazines not directly connected with their university courses. A summary of the replies of 1492 students follows: "170 or 11.4 per cent report no time devoted to serious reading; 161, or 10.8 per cent, report 1 hour a week; 300, the largest number and 20.1 per cent, report 2 hours a week; 238, or 16.0 per cent, report 3 hours a week; 188, or 12.6 per cent, report 4 hours a week; 167, or 11.2 per cent, report 5 hours or more a week; the remaining 268, or 17.9 per cent, report 6 hours or more a week" (78:20). The tabulations showed that a majority of the students reported three or more hours of serious reading each week. The wide variation in the amount read was striking and significant. An analysis of the students' reports and university records showed that there were no significant differences in the amount of time devoted to serious reading by students in different college classes, by students grouped according to class marks, or by students taking two, three, or four majors of work.

The findings at the University of Chicago are not unlike those secured at the University of Rochester in a survey which was made in 1925, the results of which were contributed by M. W. Abell of the University of Rochester Library. The modal number of hours each week devoted to serious reading of books and magazines not directly connected with college work was 2. The range was from 0 to 12 hours in the case of women and from 0 to 24 hours in the case of men. As compared with the amount of book and magazine reading reported in Table XII, page 35, it is evident that college students are not

devoting as much time to independent reading as those who have graduated. Since a major part of the day is spent on required assignments it is doubtful if college students should be expected to do as much independent reading as those who find in reading rest and relaxation from the varied activities of the day. Furthermore, the fact should be borne in mind that with the large influx of students into higher institutions during recent years many are now attending college who do not have keen intellectual interests.

Studies of the amount of newspaper reading done by college students show that they read on the average two newspapers daily. The records for 998 students in New York reported in Table XXVIII, page 70, indicate that 46 per cent read two papers daily and 26.7 per cent read three papers daily. These percentages are slightly higher than the corresponding data for business and professional men in New York City. Unpublished records for 476 students in the University of Rochester harmonize closely with those for students in New York City. The additional fact, revealed by the study at the University of Rochester, is that the men do somewhat more reading of newspapers than the women.

What Students Read

Very few studies have been published concerning the parts of newspapers read by students. The study by Hotchkiss and Franken (53) showed that 988 male college students in New York preferred general news, editorials, politics, finance, sports, and foreign news in the order mentioned. These are unusually commendable preferences. The survey at the University of Rochester showed that the men preferred the front page, the sport page, local news, the comics, and the editorials in the order indicated, and that the women preferred the front page,

local news, editorials, the comics, and ads in the order mentioned. In these respects they are not unlike adult readers in general. The differences between the preferences of the male students in New York and in the University of Rochester are sufficiently marked to justify the conclusion that either these studies were not made on the same basis or that the newspaper reading interests of college students vary as much as the interests of business men or other groups of adults.

Studies of the magazines read by college students reveal a very respectable list. Baird found in 1916 that among one hundred freshmen at the University of Pittsburgh "critical journals and reviews outnumber all others, their nearest competitors being general magazines of the *Cosmopolitan* type. The most popular periodical is the *Literary Digest* with forty-one readers, followed by the *Atlantic Monthly* with thirty-two readers, *The Saturday Evening Post* with thirty-one readers, the *Ladies' Home Journal* with sixteen readers, *McClure's* with ten readers, and the *Cosmopolitan* with nine readers. Nine students read fashion papers, five read technical journals, three subscribed to comics, and athletics and religious publications had two adherents each" (4:256).

In unpublished studies made during Freshmen Week in 1925 and in 1926 at the University of Maine, it was found that the young men preferred the *Literary Digest, American, Saturday Evening Post, National Geographic, Popular Science, Cosmopolitan, Country Gentleman,* and *Popular Mechanics,* and the young women preferred the *Literary Digest, American, Ladies' Home Journal, Good Housekeeping, Saturday Evening Post, National Geographic, Cosmopolitan, Woman's Home Companion, Pictorial Review.* In a study made at the University of Missouri, Severance (106) found that the following magazines were read most frequently between February 9 and March 1, 1926: *Saturday Evening Post, American, Good*

Housekeeping, Literary Digest, Collier's, Popular Science, Atlantic Monthly, Ladies' Home Journal, Theatre Magazine, Golden Book, Harpers Magazine, Asia, Scientific American. Although the order preferred differs somewhat in the various institutions referred to, the fact is noteworthy that students are reading reasonably good types of magazines.

In a study of the books read by students in the University of Missouri, Severance (106) found that during a period of two weeks "there were 329 books borrowed by students from the general library for general reading. Two hundred and eight of these were fiction, thirty-two poetry, twenty history description, eighteen biography, seven religion, eight drama, and thirty-four miscellaneous." The 523 books borrowed from the rental collection were of the modern popular type. Although the total number of books withdrawn was relatively small, Severance concluded that the selections were very good and deserved commendation.

Hale and Carroll (49) reported the names of the authors whose books were read most frequently by 143 students at Cornell University. The list follows in the order preferred: Dickens, Mark Twain, Stevenson, Shakespeare, Tarkington, Zane Grey, Dumas, Kipling, London, Doyle, G. S. Porter, Conrad, Poe, Scott, Sabatini, O. Henry, Cooper, Sinclair Lewis, Thackeray, Hugo. A glance at the list shows that "with the possible exception of four or five, all of these authors rank very high in literature. It is noteworthy that all of them but Shakespeare are novelists or writers of short stories, and that the great romancers and recounters of exciting adventure are much more in evidence than the great realists" (49:260). In addition forty-eight biographies were read by 87 students; thirty-nine poets were read by 127 students; nineteen playwrights, exclusive of Shakespeare, were read by 68 students; twenty-nine books on history were read by

50 students; fourteen books on philosophy were read by 20 students; seventeen essays were read by 45 students; seventeen books on science were read by nineteen students; seven religious books were read by 22 students; nine technical books on English were read by 10 students.

Constructive Steps

If the studies which have been reported give a reasonably accurate picture of the amount and quality of the reading among college students, then the conclusion may be drawn that the reading which is done is reasonably good in quality. The chief criticism which may be made relates to the amount of time devoted to independent reading by students in general. College associations are seriously studying ways and means of increasing the amount read and of improving its quality. Some of the suggestions which have been offered by the Committee on Methods of Increasing the Intellectual Interests and Raising the Intellectual Standards of Undergraduates (102) follow: choose "instructors of broad reading and human interests," shape courses so as to stimulate interest and outside independent reading; excuse good students from routine requirements and map out for them much independent reading; provide opportunity for students to read for honors on a voluntary basis; arrange stimulating lectures to show students the value and necessity of much good, independent reading; provide comfortable and attractive reading rooms. These are but samples of the scores of methods which are being tried out in various institutions. After appropriate reading facilities have been provided and time reserved for independent reading activities, one of the chief problems is to secure the needed stimulus from instructors. As expressed by Baird, "Let the instructor be an enthusiast in his subject, alive to its latest developments, and with an active

appreciation of the human values involved and there will be little cause to complain about the barren brains of his students" (4:257).

The Reading of College Alumni

It is an interesting and significant fact that colleges are not only concerning themselves with the independent reading activities of their students, but are also making careful studies of the reading of their alumni and are taking steps to stimulate desirable types of reading among them. Daniel L. Grant, The University of North Carolina, who is Chairman of the Committee on the Study of the Continuation of Intellectual Relations Between Colleges and Alumni, has made a preliminary summary of questionnaire returns concerning magazine reading from alumni of sixteen different institutions. These institutions and the number of alumni submitting data are Cornell (320), Cumberland (125), Harvard (454), University of Illinois (254), University of Nebraska (261), Oberlin (175), Ohio State University (570), Ohio Wesleyan University (222), Penn State College (438), Purdue University (156), Stanford (480), University of Texas (203), and Wesleyan (in Connecticut) (153). The ten magazines reported most frequently by these alumni follow in the order named: *Literary Digest, Saturday Evening Post, American Magazine, National Geographic, Atlantic Monthly, World's Work, Cosmopolitan, Review of Reviews, Collier's, Outlook.* Other magazines mentioned frequently are *Good Housekeeping, Harpers, Century, Scribners, Time, Ladies Home Journal,* professional magazines and religious magazines. Assuming that the records secured are representative it may be concluded that college alumni in general engage in a substantial type of magazine reading.

As indicated earlier, colleges are endeavoring to stimu-

late and direct the reading interests of alumni after leaving college. One example is included which describes the plan adopted by the Alumnæ Association of Smith College. The information that follows was supplied by Mary Dunham, Librarian, Smith College.

The Directed Reading Plan was instituted in the fall of 1924, as part of the service of the Alumnae Association to its members. To each member who so requested, a book list was sent without charge: the same method has been followed each fall with the addition of new lists. There were twelve lists the first year; in 1925, six were added; in 1926, three more, and this past year, three more. The three lists that have been added this year follow quite closely corresponding courses now given in college.

Almost immediately interest was expressed in the Plan on the part of libraries and individuals other than alumnae. This interest had not been anticipated, but it was finally decided to supply the lists, charging, however, a small fee for them.

No examinations are held on the reading done nor are itemized reports required. But in the spring a white slip is sent to each recipient of a list, and these are answered and returned to the Alumnae Office. It is from the information obtained in this way that the subjects for the coming year are often secured.

The demand for the lists continues in a sufficiently satisfactory degree to warrant the continuance of the Plan. This year there were about 1500 requests, a great many of them coming from alumnae who have had the lists in previous years. In many cases they are desired for study-groups as well as for personal reference.

The most popular list, ever since it was compiled in 1925, is No. 13, relating to Child Psychology. All classes are represented in the requests for the lists, the more recent ones maintaining a somewhat higher percentage of interest.

The Newspaper and Periodical Reading of School Principals

In an intensive study of school principals in Ohio cities and exempted villages Morrison (82) secured in-

formation concerning the number of newspapers read regularly by principals and the number of professional and non-professional magazines taken. He found that "fifty per cent or more of each of the four groups (elementary, junior high, high school, non-classified) read one or more weekly newspapers. All except a few in the smaller cities take and read regularly one or more local daily newspapers. Approximately 75 per cent of each group reads one or more daily newspapers printed in cities other than the one in which he is working. The reading of a daily newspaper, printed outside the city in which one is working, is one means of increasing the breadth of one's outlook on life" (82:32). Questions naturally arise concerning the principals who do little or no such reading.

Concerning magazine reading, Morrison found that "the average principal takes and reads regularly three professional and three non-professional magazines. Altogether 123 professional and 124 non-professional magazines were named. Yet out of these large groups only 3 professional and 5 non-professional magazines were named by ten per cent or more of each group" (82:34). Among the professional magazines read most widely by the Ohio principals are *The Journal of the National Education Association, The Ohio Educational Monthly, The Ohio Teacher, The School Review, Teachers College Record, The Elementary School Journal, The Normal Instructor,* the *Journal of Educational Administration and Supervision,* and the *School Board Journal.* The non-professional magazines read by ten per cent or more of the principals of each of the four groups are *The American, The Literary Digest, The National Geographic, The Saturday Evening Post,* the *Atlantic Monthly,* and the *Ladies Home Journal.* On the basis of Morrison's findings, it may be assumed that school principals read a reasonably good type of non-professional magazine. An important question suggested by Morrison's findings re-

lates to the small amount of reading done by some principals.

The Reading of Young Industrial Workers

A number of studies of the reading habits of young industrial workers have been made which reveal significant findings. The results of three of them were available for use in this summary; namely, a study made by Rasche in Milwaukee, one by Jefferis in Chicago, and one by Ormsbee in Philadelphia. The findings of these investigators are of peculiar significance in this report because they supply most of the information available concerning the reading habits of industrial workers who make up a considerable proportion of our population. It is reasonable to assume, however, that the present generation of young workers read more than adults in industry.

It is important at the beginning of this study of the reading interests of young workers to know something of their general ability as revealed through intelligence tests. In discussing this point Jefferis quotes as follows from Hopkins, "The Intelligence of Continuation School Children in Massachusetts": "The first important fact that stands out very prominently in our results is that continuation-school children are a selected group of young people. While their scores overlapped those of pupils of the same age who have remained in school, their median score was 35 points below that of the latter group" (58:19).

Facts relating to the reading achievement of young workers are also significant. Jefferis gave the Monroe Standardized Silent Reading Test, for Grades VI, VII, and VIII, and the Burgess' Scale for Measuring Ability in Silent Reading to 380 Chicago continuation school youths from 14 to 17 years of age. For purposes of comparison these tests were also given to 169 state normal school

freshmen from 16 to 22 years of age. The records showed that the continuation school pupils surpassed in both rate and comprehension the eighth grade standard on the Monroe test. More than twenty-two per cent of them surpassed the median reading score of the normal school freshmen on the Burgess scale. It is evident that this group of young workers were able to read reasonably well. Additional studies are needed to determine if this is true of other continuation-school groups. In view of the low rating of the Massachusetts group on intelligence tests, one is justified in assuming that Jefferis tested an exceptionally capable group of young workers.

Reading Interests of Young Workers in Milwaukee

Rasche (97) secured information from 7,065 part-time workers in Milwaukee, ranging in age from 14 to 18 years, in order to find out the amount and character of their reading of books, magazines and newspapers between July 1 and December 1, 1924. The total number of books reported was 26,365 and the total number of different titles was 9,130. About 75 per cent of the girls reported that they had read one or more books and about 70 per cent of the new boys in the part-time schools and 60 per cent of the old boys made similar reports. The percentages of old boys and girls reading magazines were slightly smaller than those for books. About 95 per cent of both boys and girls reported newspaper reading. It is evident, therefore, that "the newspaper has a greater grip on young workers than have either magazines or books." This interest develops before they enter employment. It strengthens as they grow older. At the time employment begins their interest in books is about the same as their interest in magazines. As boys grow older, they read relatively fewer books and magazines, their interest in maga-

zines somewhat exceeding their interest in books. As girls grow older, however, their interest in magazines increases and they retain their earlier interest in books.

Rasche's records of the titles of books read show that there were 24,006 readings in fiction and 2,359 readings in other types of literature. Of the 9,130 different books read, 2,817 were not circulated by the public library because they are considered by librarians as unsuitable. Nevertheless, they were read at least one time for every two times that suitable books were read. This fact suggests that one of the urgent problems in improving the reading habits of young industrial workers is to arouse interest in a better type of reading material. As will be pointed out later, Rasche has shown that this can be done. Lists follow of the most popular titles among boys and among girls:

Boys	*Girls*
Boy Scout Series	*Greatheart*
Call of the Wild	*White Sister*
Riders of the Purple Sage	*Girl of the Limberlost*
The Three Musketeers	*Little Women*
The Lone Star Ranger	*Three Weeks*
Treasure Island	*Circular Staircase*
Border Legion	*Light of the Western Star*
The Covered Wagon	*Covered Wagon*
The Sea Hawk	*Her Father's Daughter*
The Last of the Mohicans	*Trail of the Lonesome Pine*

The magazines which are most popular among young workers are listed below separately for boys and girls:

Boys	*Girls*
True Story	*True Story*
Popular Mechanics	*Collier's*
The American Magazine	*The American Magazine*
Saturday Evening Post	*The Woman's Home Companion*
Collier's	

Boys	*Girls*
Radio News	*The Ladies Home Journal*
The Western Story	*True Romances*
The Literary Digest	*Photoplay*
Popular Science Monthly	*The Love Story Magazine*
The Red Book	*The Red Book*
	The Pictorial Review

Rasche's analysis of the magazine reading of these young workers brought out some very interesting facts. "First, of the total number of magazines read by the new pupils a larger part is in the field of fiction than is true in the case of the older pupils. The percentage of magazines of the general type is proportionately greater for the older pupils. The interest in the distinctly home magazine has decreased for the more mature pupils. This appears to be due to greater interest of older pupils in general magazines, some of which have home departments in them. The popular science magazines are one-fourth of the total magazine reading of the new boys and one-fifth of that of the old boys. These magazines attract but a negligible number of girls. This lack of interest on the part of girls in scientific magazines is seemingly offset by their interest in home journals. As boys and girls become older their interest in occupational magazines heightens. Both sexes also follow the items in the film and screen magazines with growing interest" (97:60). The presence of certain magazines among those most widely read justify Rasche in his comment that the popular short story magazines and the salaciously suggestive magazines are all too frequently read. He finds on the other hand that the better magazines are chosen more frequently as the young worker grows older.

An analysis of the contents of the newspaper enjoyed most by the young workers revealed the following facts: The comics are enjoyed by more than 85 per cent of

the workers; the city news is read by from 56 to 74 per cent of the workers; advertisements are read by from 31 to 52 per cent; the story sections are read by from 42 to 82 per cent; and the world news is read by from 48 to 74 per cent. Unfortunately, less than 20 per cent have acquired the habit of reading editorials.

Reading Interests of Young Workers in Chicago

Jefferis (58) has also made an intensive study of the newspaper, magazine, and book reading of young workers between the ages of 14 and 21. Her data were secured from more than 1,800 young workers in Chicago by means of questionnaires and interviews. She found that all of the young people whom she studied did more or less reading. The newspaper was most universally read, being reported by more than 98 per cent of the group, which is a slightly larger proportion than was reported by Rasche. Of the magazines read, the fiction type was most popular as revealed by the five reported most frequently; namely, *True Story, Liberty, Saturday Evening Post, Ladies Home Journal* and *The American Magazine.* Other magazines read widely by the young men were *Popular Mechanics, Literary Digest* and *Boys Life* and by the young women *Woman's Home Companion* and *True Romances.*

The books which were most popular are *Treasure Island, Call of the Wild, Heidi, Little Women, Adventures of Tom Sawyer* and *White Sister.* The authors which were preferred are Zane Grey, Samuel Clemens, Gene Stratton Porter and Louisa M. Alcott. Most of the reading of young workers is done in the home at night. It is interesting and significant that there is high correlation between current movies and the titles of books reported by young people. Jefferis emphasized the fact that too many of the books read are "sensational" or

"portray exaggerated impossible situations." Furthermore, too much of the literature reported is "lacking in any literary merit." It is encouraging, on the other hand, to note that Jefferis' data "reveal no meager interest" in that "literature classed as worth while for young people."

On the basis of personal conferences with young workers, from her acquaintance with and personal knowledge of them and from questionnaire returns verified through interviews Jefferis reached the following conclusions:

(1) That in the reading of the salacious literature in the periodicals popular with the young people of this study there is design on the part of many of these lads and lasses to avoid error.

(2) That the appeal of these young people is for literature which portrays life or action. To this end, the average youth enjoys a dramatization such as *Jean Val Jean,* the *Hunchback of Notre Dame, Peter Pan and Wendy,* and any of the Rin Tin Tin stories as much as, or more than, he enjoys a cheap salacious portrayal of love and romance. He is, however, often sold to the one costing the fewest cents and the most ardently exploited.

(3) That many of these youths discriminate between those publications having no literary merit and those having high merit. The *male juniors,* for example, seem to have lost their interest in such books as the Nick Carter and the Merriwell stories still read by some of the *male minors.* The *male minors* interviewed, moreover, used such expressions as "(I read) no paper books," "there is no end to the good things to read since I got into the library," and "I don't like those books (paper), they are too much alike."

(4) That to a large extent, these young people are readers of what they can get to read rather than of what they would read if unlimited resources of reading material were at their disposal. In support of this view is the response, made by a lad of a "west-side" plant, to the query on why he does not read. He said, "Because I haven't anything to read but the Bible and I have read that four times." Some of the young workers did not seem to know of their plant library service.

(5) That the interests of these industrial youths demand a judicious adaptation of the commercial features of the periodicals now most successfully exploited to a publication or publications of literary merit as well as of vital interest to youth. In other words, the demand is for an unlimited supply of literature, periodicals and books, of the merit of *Treasure Island* for the males and of *Heidi* for the females. (58:145-7.)

Reading Interests of Young Employed Girls in Philadelphia

Ormsbee (88) reports conclusions based on "personal, private, friendly, and informal interviews" with 500 employed girls in continuation schools in Philadelphia. Two hundred sixty-three homes were also visited in each of which the interviewers talked with the father, mother, or some other member of the family. The information concerning the reading interests of these young workers revealed the following general facts: "All but fifty-three of the 500 girls interviewed read books or magazines or both. All but twenty-three read newspapers, but when pressed for details, 149 acknowledged their devotion to the comic section almost exclusively, while ninety read the newspaper stories principally. However, seventy-two said that they read the newspapers for news; the interests of the others were divided among fashions, the woman's page, accidents, murders, society, politics, advertisements, love letters, sports, scandals, 'sensational stuff,' editorials, and the weather. Once in a while a girl was found who read the newspapers intelligently and welcomed an opportunity to discuss what she had read, but for the most part the news columns seemed to have little attraction" (88:75).

Three hundred of the five hundred girls read magazines. Only eleven read magazines of the first class, as defined by Ormsbee, which include such magazines as the *Literary Digest, National Geographic, House and Garden, Re-*

view of Reviews and *World's Work*. One hundred forty-five girls preferred magazines of the second class illustrated by the *Ladies Home Journal*, the *Saturday Evening Post*, and the *Pictorial Review*. One hundred forty-four preferred twelve magazines of the third class led by *True Stories* and *Love Stories*. "A larger percentage of girls from the retarded groups than from the normal school progress groups was reading magazines, but the retarded girls seemed to like trashy magazines to a much greater extent than did the other girls" (88:77).

Ormsbee made an analysis of the contents of some of the magazines and reached the conclusion that the most popular third class magazines have two unique characteristics: The first are advertisements relating (a) to feminine attractiveness and designed to attract women and (b) to earning capacity and designed to arrest the attention of men. The former are "surrounded by all the lure of perfect beauty and 'magic charm' which lessons in hygiene and gymnasium classes seem to lack." The second are stories accompanied by pictures with suggestive captions. "These pictures are so striking as to compel attention the moment the magazine is opened. They look like miniature scenes of the most dramatic and sensational parts of a movie with the legend so arranged as to intensify curiosity. The stories are chiefly sordid tales, often with a moral wagging at the end. They purport to be true and are so advertised" (88:83).

Three hundred and seventy-seven girls had read books within the previous six months. "Eighty-one books, of which twenty-two might be called standard, were mentioned by girls in Group I (interested in school and not retarded); eighty-eight books, of which fifteen were standard, were mentioned by Group III (not interested in school but not retarded). Group IV (not interested in school and retarded) mentioned fifty-four books, most of which were the poorer type of popular novels. Group

II (interested in school but retarded) read very few books of any kind, only twelve being mentioned" (88:94).

The studies of Rasche, Jefferis, and Ormsbee all indicate that most young workers read newspapers and that from one-half to three-fourths of them read more or less from books and magazines. One need suggested by these findings is that of stimulating greater interest among young workers in reading magazines and books. All three investigators agree that the quality of some of the material read is very good. On the other hand, there is a surprisingly large amount of reading of cheap, sensational material, particularly by those who are not interested in school work and who are retarded. In fact, the need of elevating the reading interests and tastes of young workers presents a very grave problem. Evidence that conditions can be materially improved has been secured by Rasche.

Results of Efforts to Up-Grade the Reading Interests of Young Workers in Milwaukee

As a result of Rasche's study of the reading interests of young workers in Milwaukee (97) he became convinced of the wisdom of providing guidance to young workers in the choice of reading materials. Consequently the following steps were taken and reported by Metz (77). Classrooms in the Milwaukee Vocational School were converted into substations of the school branch library; these were equipped with bookcases and a carefully selected assortment of books grouped roughly under the headings, fiction and non-fiction; officials of the public library instructed the teachers in such procedures as filing book cards, checking books in and out, and making out weekly reports; suggestions were supplied to teachers which could be used in arousing the interest of the students and in launching them on a course of worth while

reading; a system of awards in the shape of certificates and diplomas was worked out to give added zest to reading.

After five months, facts were collected for the purpose of determining what had been accomplished. Library records for the first five months of 1924, 1925 and 1926 were used in making comparisons. The records for the first five months of the three years are given in Table XXX (77:8). In order to determine the effect of the new plan it was necessary of course to consider the school population. The total enrollment for the three years was 8,983, 11,048, and 11,522 respectively. However, there were only 1,589 in the eleven classrooms which contained libraries. With these facts in mind, the significance of the average number of books read by the pupils as given in Table XXXI (77:9) will be clear.

TABLE XXX

TOTAL NUMBER OF BOOKS ISSUED TO YOUNG WORKERS DURING THE FIRST FIVE MONTHS OF 1924, 1925, AND 1926

YEAR	BOOKS ISSUED		
	THROUGH THE SCHOOL BRANCH LIBRARY AND THE ELEVEN CLASSROOM LIBRARIES	THROUGH THE SCHOOL BRANCH LIBRARY ONLY	THROUGH THE ELEVEN CLASSROOM LIBRARIES ONLY
1924	.....	26,214	.....
1925	.....	30,025	.....
1926	39,438	28,877	10,561

A study of the kinds of books read, all of which were of satisfactory types, shows a material increase in the fields of sociology, the natural sciences, the useful arts, the fine arts, literature, history, geography, and biography, as well as of fiction. This is especially commendable in view of the fact that the reading was voluntary, and

not for credit, on the part of most of the students. The experiment shows conclusively that much can be done to increase both the amount and quality of the reading done by young workers through the provision of attractive reading material and the stimulation of keen interest in wholesome types of literature. It is a regrettable fact

TABLE XXXI

AVERAGE NUMBER OF BOOKS ISSUED TO YOUNG WORKERS DURING THE FIRST FIVE MONTHS OF 1924, 1925, AND 1926

YEAR	BOOKS ISSUED PER PUPIL		
	THROUGH THE SCHOOL BRANCH LIBRARY AND THE ELEVEN CLASSROOM LIBRARIES	THROUGH THE SCHOOL BRANCH LIBRARY ONLY	THROUGH THE ELEVEN CLASSROOM LIBRARIES ONLY
1924	.....	2.9	.....
1925	.....	2.7	.....
1926	3.3	2.9	6.6

that too little provision has been made in public schools for the proper stimulation and guidance of the reading interests of young people. The present situation among young workers may be attributed in part to the activity of commercial agencies on the one hand and to neglect of educational authorities on the other.

THE READING INTERESTS OF LOGGERS

Much time was spent in trying to find reports of studies of the reading interests of particular groups of mature workers. In this connection, letters were addressed to over one hundred trade executives requesting information concerning such studies. Only one study was reported. It is a descriptive account by Holbrook (51) of what loggers read. Concerning the amount of their read-

ing he says: "Because of their extended isolation from moving pictures, Ford automobiles, bootleggers, and other things that distract the minds of people living near civilization, loggers do more actual reading than do most farmers or city dwellers. And on the whole I think the logger's literary taste will compare favorably with that of his city cousins; while it is assuredly on a stratum that would reject the dismal farm journals" (51:528).

The books of Zane Grey, Jack London, and Harold Bell Wright are very popular. "In New England and Quebec, and only there, Holman Day's books are supreme with English speaking loggers. . . . In the Lake States and in the Pacific Northwest, however, loggers strongly favor the gallon hat, two gun cowboy school of literature. . . . Upton Sinclair is a favorite with the radicals. I have also seen on bunk-house tables—and showing signs of having been well read—a copy of Voltaire's Life, Paine's Age of Reason, and a volume of Thomas Jefferson's Letters. The wobbly papers (a wobbly is a member of the I.W.W.) are seldom seen in the camps any more" (51:529-30).

Concerning the magazine reading of loggers Holbrook makes the following statements: "Magazines are more in evidence in logging camps than are books. *Adventure* is first in fiction of a kind, and *Popular Mechanics* runs it a close race for general circulation. Vicarious travel is accomplished in the pages of *The National Geographic Magazine,* one of the most popular publications in any camp. Following these comes a long line of cheap fiction magazines, all of the red-blooded school, and several movie magazines. I have known many young loggers who write letters to the editors of the movie sheets, requesting information regarding the ages, color of hair, religious persuasions, and favorite correspondents of the various picture stars" (51:530). The additional fact is mentioned that the *Saturday Evening Post* has

never been as popular among loggers as the "noisier" *Liberty*. "The large prize offers of the latter have the loggers agape."

The Reading Interests of People Living in Rural Communities

The reading interests of no other adult group have been studied by as many investigators as those of people living in rural communities. This is due to keen interest in the status and needs of farmers among rural experts in the United States Department of Agriculture and in Agricultural Experiment Stations and Colleges of Agriculture. The chief facts reported are the percentage of rural families taking newspapers and magazines, the average number of newspapers and magazines taken by rural families, the number of books in rural homes, accessibility to and use of libraries, differences in reading proclivities of farm owners and tenants, the nature of the material read, and the importance of wide reading in rural communities.

Percentage of Rural Families Taking Newspapers and Magazines

Many studies have been reported of the percentage of rural families taking newspapers and magazines. In February, 1926, Puncke (95) of the Research Division of Sears Roebuck Agricultural Foundation, presented a summary based on reports received from 38 states. In general, 54 per cent of the homes reporting take a daily newspaper, 67 per cent take a weekly newspaper, 68 per cent take a farm magazine, and 55 per cent take a woman's magazine. The percentage taking each of these four types of publications in eight different sections of the country is shown in Table XXXII (95:d).

TABLE XXXII*

PERCENTAGE OF FARM HOMES TAKING NEWSPAPERS AND MAGAZINES

SECTION OF THE COUNTRY	PER CENT TAKING DAILY PAPER	PER CENT TAKING WEEKLY PAPER	PER CENT TAKING FARM MAGAZINE	PER CENT TAKING WOMAN'S MAGAZINE
Range states	61	83	81	85
Wheat belt	64	92	87	70
West dairy belt	63	75	86	56
Northeast dairy belt	60	59	60	40
Central corn belt	79	72	84	73
East cotton belt	23	57	34	37
West cotton belt	39	76	73	51
Tobacco belt	47	67	65	51

* Adapted from author's data, p. d.

Taylor (118:269) found that newspapers were taken in 100 per cent of 107 farm homes in Nebraska and that farm papers were taken in 99 per cent of them. In a study of 1,500 homes in Nebraska, Rankin (96) found that newspapers were received in practically every home, that periodicals were taken in 97.4 per cent of the homes, that farm journals reached more than 75 per cent of the homes. Women's and children's magazines, however, were taken far less widely.

In a study made in three rural townships in Iowa, Pierce (92:66) found that the percentages differed in the three township. For example, the percentages taking daily papers were 92, 69, and 34; the percentage taking weekly papers was 79 in each case; the percentages taking farm magazines were 89, 61, and 77. Von Tungeln, Kirkpatrick, Hoffer, and Thaden (132:466) found that of 396 farmers studied in Cedar County, Iowa, 81 per cent took daily newspapers, 87 per cent took farm papers or magazines, 53 per cent took magazines other than farm magazines, and 44 per cent took daily newspapers, farm journals, and other magazines.

In a study made in a rural township in southern Minnesota, Thompson and Warber (123:45) found that 58

per cent of the farmers took a daily newspaper. Zimmerman and Black (150:27) in a study of 375 families found that 67 per cent took daily papers and that 21 per cent took foreign language papers.

In a study by Taylor and Zimmerman (119:71) in North Carolina, it was found that "20.3 per cent take daily papers; 20 per cent take weekly papers; 10.2 per cent take church papers; 26.8 per cent take farm papers; 1.5 per cent take children's papers; 19 per cent take magazines; and 47.5 per cent take none of any kind."

The facts which have been presented indicate that newspapers and magazines are read far less widely on farms than in cities and that the percentages vary widely in different sections of the country and even in the same state and county.

Average Number of Newspapers and Magazines Taken in Farm Homes

The facts concerning the percentage of farmers taking newspapers and magazines may be supplemented to advantage with data relating to the average number of newspapers and magazines taken. In a study made in Tennessee, Clopper secured the following facts: "In the one-crop communities the owners have an average of 1.07 newspapers, .90 farm magazines, and .61 current magazines per family, while those in the diversified farming communities averaged 1.17 newspapers, 1.63 farm papers, and 1.20 current magazines per family" (20:371).

In a study made in two townships of South Dakota, Kumlien (70:14) found that the average per family subscribing was 1.3 for dailies, 3.4 for farm journals, 1.15 for weeklies, 2.06 for women's magazines, and 2.0 for children's magazines.

In a survey of 222 farm owners in four areas of Iowa, Kirkpatrick and Von Tungeln (68:24) found that the

average number of dailies taken was 1.1, of local papers, 1.5, of farm journals, 2.5, and of general magazines, 1.8. These averages differ little from those for other states.

In a study of 306 families in central Missouri, Taylor (118:270) found that the average number of daily newspapers per family was 1.37, for weekly newspapers, 1.37, for religious papers, .55, for farm papers, 1.65, and for magazines, 1.03.

The showing is much more favorable when the studies are based on the average number taken per family than on the percentage of families subscribing. The latter basis, however, gives a more accurate picture of the actual number of families affected by reading material.

Number of Books in Rural Homes

Facts concerning home libraries vary widely in different sections of the country. In a study of four counties in Iowa, Von Tungeln and Eells (131:226) found that there was an average of 84 volumes in 69 farm homes of one county, an average of 103 volumes in 103 homes of a second county, an average of 65 volumes in 89 homes of a third county, and an average of 84 volumes in 263 farm homes of a fourth county. Kirkpatrick and Von Tungeln (68:24) found an average of 63.4 books in 212 farm homes in four areas of Iowa. Von Tungeln and Brindley (130: 234) found that twenty-six farm owners in a township of Iowa had an average of 82.2 books in their homes. Zimmerman and Black (150:27) found an average of 36 volumes in 357 farm homes of Minnesota in 17 per cent of which there were no books. The data presented indicate that the size of rural libraries is relatively small but that there is considerable variation. The extent of this variation is indicated in greater detail in Table XXXIII which is taken from Taylor's summary (118:269).

TABLE XXXIII*

NUMBER OF BOOKS IN THE HOMES OF 306 CENTRAL MISSOURI FARMERS

NUMBER OF BOOKS	OWNER		TENANT	
	Number of Homes	Per Cent	Number of Homes	Per Cent
No books at all	16	6.69	9	13.43
1 through 26 books	75	31.38	19	28.35
26 through 50 books	43	18.00	17	25.37
51 through 100 books	41	17.15	9	13.43
101 through 200 books ...	20	8.36	3	4.48
201 through 300 books ...	28	11.71	6	8.96
301 through 500 books	6	2.51	4	5.95
501 through 750 books	4	1.67	0	0.00
751 through 1000 books ..	6	2.51	0	0.00
Total	239	99.98	67	99.97

* Rearranged from author's data, p. 269.

ACCESSIBILITY TO AND USE OF LIBRARIES

There is general agreement among investigators that a relatively small percentage of farm homes have access to or make use of libraries. Puncke (95) found that in 38 states 45 per cent of the families reporting had convenient access to a library and that only 18 per cent make use of the books available. "Distance from town is one reason given why more use is not made of library service; another is that the town library is open only once a week for a few hours, or a few hours a day, making it very inconvenient for country folk. Traveling libraries seem the logical solution of this problem" (95:d). Taylor (118:269) found that 26.4 per cent of 107 Nebraska families secure books from libraries. Rankin made a study in various sections of Nebraska and found that "(1) three-fifths of all people in Nebraska are without access to public library facilities and (2) even in the areas surveyed in which public libraries were available only very small fractions of the farm homes reported that they secured books from

these libraries" (96:6-7). Von Tungeln, Kirkpatrick, Hoffer and Thaden (132:467) found that only 11 of 400 farmers in Iowa from whom data were secured had used books from a public library during the past year.

The facts which have been reported lend striking confirmation to the view that there is urgent need of providing better library facilities for rural communities. Accompanying this step, provision must be made for stimulating interest in the use of books and for giving such guidance as may be needed in individual cases.

Differences in Reading Proclivities Among Farm Owners and Tenants

Table XXXII revealed marked differences in the percentage of farm homes taking newspapers and magazines in different agricultural areas of the country. Table XXXIII showed that farmers who own their land have larger libraries than tenants. These findings have been confirmed by the results of various studies. For example, Taylor and Zimmerman found in the areas of North Carolina studied that over 5 times as many land owners as tenants take daily papers and that over three times as many land owners as tenants take weekly papers. "Church papers are eight times as prevalent in the land owners' homes as they are in the homes of the landless, and farm papers are about twice as prevalent in the homes of the land owners as they are in the homes of the landless. Children's papers are about four times as prevalent in the homes of the land owners as in the homes of the landless. The owners take magazines in over twice as high a percentage of cases as the landless families do" (119:71).

Clopper found marked differences between owners and tenants in Tennessee. "The former average 34 books per family; 38 of the 184 owner families said they had none

at all. The tenants have an average of only 5 books per family and 77 out of the 176 tenant families said they had none at all. The situation is nearly as bad with reference to newspapers, farm and current magazines; owners have an average of 1.13 newspapers per family, tenants .32; owners 1.26 farm papers, tenants .37; owners .91 current magazines, tenants .19 per family. Out of 191 owner families and 177 tenant families 37 owners and 133 tenants said they took no newspapers; 80 owners and 126 tenants no farm papers; and 111 owners and 153 tenants no current magazines" (20:371-2).

The contrast is not so marked in Iowa as in North Carolina and Tennessee. For example, Kirkpatrick and Von Tungeln (68:24) found in a study of 451 families in Iowa that the average number of local papers, daily papers, farm journals, general magazines and books in the library for farm owners were 1.5, 1.1, 2.5, 1.8 and 63.4 respectively and for tenants were 1.2, 1.0, 2.2, 1.3 and 40.4 respectively. In commenting on the situation in Nebraska, Rankin says, "The Nebraska tenant actually gets a little less periodical reading matter than the owner or part owner, although it seems reasonable to believe he needs more" (96:3). Taylor's records (118) for 306 central Missouri farms are not unlike the findings in Iowa and Nebraska.

The data presented show that tenants do not read as much as farm owners. The difference between these two types of farmers is far more marked in such states as Tennessee and North Carolina than in the prairie states. The studies reported also show that the reading done among negroes who live on farms is very small.

The Nature of the Material Read

Several investigators have reported the results of analyses of the nature or content of the reading material

found in farm homes. The types of books in the homes of farm families in a Southeastern Missouri community are given in Table XXXIV, as reported by Taylor

TABLE XXXIV*

TYPES OF BOOKS IN HOMES OF FARM FAMILIES IN A SOUTHEASTERN MISSOURI COMMUNITY

TYPE OF BOOK	PER CENT OF 41 OWNERS	PER CENT OF 180 TENANTS	PER CENT OF 29 CROPPERS	PER CENT OF 179 HIRED MEN
Religious	100.0	88.9	82.8	80.3
Agriculture	53.6	24.4	3.4	7.9
History	60.9	33.3	13.8	21.3
Fiction	36.6	26.7	10.3	18.4
Children's	41.4	23.9	8.4	14.7
Others	39.0	42.8	34.5	44.9
None	0.0	2.8	13.8	14.7

* Rearranged from author's data, p. 271.

(118:271). It is evident that most farmers and farm laborers in the area studied possess religious books. It is also evident that land owners include in their libraries more books on history and fiction and a larger number of books for children than do other types of farmers and farm laborers. Taylor and Zimmerman reported the percentage of each of five kinds of books in three areas of North Carolina. Their findings appear in Table XXXV (119:73).

TABLE XXXV

PERCENTAGE OF EACH OF FIVE KINDS OF BOOKS IN THE HOMES OF FOUR TYPES OF FARMERS IN THREE AREAS OF NORTH CAROLINA

TYPE OF BOOK	PER CENT OF LAND OWNERS	PER CENT OF LAND-LESS	PER CENT OF WHITE	PER CENT OF BLACK	PER CENT OF ALL
Religious	14.0	6.5	13.3	7.4	12.4
Agricultural	1.3	2.9	1.9	0.4	1.6
Fiction	19.4	16.7	19.8	8.4	18.8
Children's	22.1	32.8	20.7	49.2	24.4
Others	43.2	41.1	44.3	34.6	42.8

Thompson and Warber (123:46) found in a study among farm homes in Minnesota that the books varied from present day novels to complete sets of the works of the authors. They included much material in the fields of history, philosophy, and science. The librarians reported that the books drawn from the library were usually "the very heaviest and best kind of works." Somewhat in contrast to this finding, Taylor (118:274) reports that 51.4 per cent of the books circulated in 1921 by the North Carolina Library Commission were fiction and that 33.7 per cent were for children, which leaves a very small proportion of an informational type. With respect to magazines Thompson and Warber (123) found that *The Farmer, Successful Farming,* miscellaneous popular magazines, *Farm Stock and Home, Woman's World,* church papers, and the *Ladies Home Journal* were preferred. Von Tungeln and Eells (131:227) found that the following types of magazines were preferred in the areas studied in Iowa: women's, general, juvenile, literary, fiction. Pierce (92:67) reported that no evidence was discovered in the homes of the three townships in Iowa that he studied of the use of objectionable publications, excepting the "trashy story papers of the ten-to-twenty-cent-a-year variety, filled with emotionally exciting serial tales."

The content of the rural or local newspapers which are taken very largely in rural communities has been studied by Taylor (116), Willey (141) and others. There is general agreement that local papers might be powerful rural service agencies. "These papers," says Taylor, "give less than 2 per cent of their total space to editorials, from 35 to 37 per cent of their total space to news, and about sixty per cent to advertising." Taylor recommends that the local newspapers should serve at least three purposes: "gathering and dispensing community news"; "distributing local, state and national advertising"; and

"acting as a mouthpiece of the community in integrating and developing community ideals" (117:45).

These brief reports of the content of what is read show that it is very mediocre in quality. The small amount of reading among farmers explains in a large measure the lack of informed public opinion in rural communities. Garnett (37) points out the fact that even those who are serving as public service workers in rural communities are reading far too little of many types of material to prepare them adequately as intellectual leaders of farmers.

Relation of Reading to Standards of Living

The relation of reading to standards of living has been studied by Thaden (122) and by Kirkpatrick (67). Thaden drew the following conclusions from his study: "Where the farmers' reading interests are largely confined to local and neighborhood events, their standard of living is comparatively low and . . . as their reading interests broaden, their standard of living, however measured, gradually rises. No doubt mental contact with the world's best writers and thinkers does elevate the individual's thinking, and this probably has a positive effect upon his desires and his doings" (122:118). In order to elevate tastes, as well as to secure informed public opinion among farmers, a larger amount and a better quality of reading material are necessary. Two important means of improving conditions are to raise the quality of local newspapers and to extend library service to rural homes. Problems that arise in connection with the latter are discussed by Lively (74), Long (75), and Taylor (116).

Summary Statements

This chapter has considered the reading interests and habits of six different groups of young people and adults;

namely, business and professional men, college students, college alumni, young industrial workers, loggers, and rural people. The facts which have been presented suggest at least two conclusions of large importance. The first is that there are fundamental differences in the reading interests of various groups of young people and adults. For example, the differences in the kinds of material read by young industrial workers, college alumni, and rural people are real and significant. In some cases these differences are qualitative in nature, as shown by a comparison of the kind of reading done by college students and young industrial workers. In many cases, they are quantitative in character, as revealed through comparisons of the amount read on the average by farmers and college alumni. Additional studies are needed to determine both the amount and the character of the reading done by a large number of representative groups. It is equally important to determine the effect on the reading habits of each group of such factors as place of residence, educational advantages, and the accessibility of books.

Even more striking than the general differences in the reading habits of different groups are the variations in the reading activities of members of given groups. For example, wide differences have been reported in the reading interests of rural people in the same and in different sections of the country. The data which have been presented make it clear that there are influences at work within different groups which determine to a large extent the amount and character of the reading that is done. Detailed analytical studies are needed to determine more definitely than we know at present the nature of these influences and the steps by which desirable reading interests can be stimulated when they are lacking.

CHAPTER V

The Interests of Children in Reading

Extent of Studies in the Field

Almost one hundred investigations have been made of the reading interests of children in this country of elementary and secondary school age. As indicated in previous summaries which have been reported by Gray (44 and 45), Jordan (59 and 61), and Uhl (128), these studies are concerned with a wide variety of topics such as the amount of independent reading among children, children's preferences for prose, the types of books and magazines preferred, the extent of newspaper reading, the qualities or elements that determine interest, and the factors that influence children's preferences. It will not be appropriate or desirable to include here an elaborate report on the reading interests of children. The plan has been adopted, however, of presenting, briefly, such facts as contribute most to an understanding of the problem of stimulating and directing the reading interests of adults.

Extent to Which Children Read

The results of practically all studies that have been made (44:159) show that the percentage of children who read books of their own accord increases rapidly in the primary and middle grades and approximates 100 per cent in the junior high school. Two tendencies are observed among senior high school pupils. In some schools,

wide reading continues among practically all pupils. In other schools the percentage of pupils who read decreases and the average amount read by those who do read is noticeably less. This decrease in the amount read is attributed to distractions, to the increasing demands made on the time of young people, and to the greater prominence of other interests. With regard to newspaper and magazine reading, investigations show that nearly all children above the third grade read newspapers, and, to a lesser extent, magazines. The percentage of pupils reading them increases steadily throughout the elementary school, reaching a high level during the junior high school period. Newspaper reading continues to be a universal practice throughout the high school period, although there is a slight decrease in some schools in the amount of magazine reading. These statements indicate that the high school years form a critical period with respect to the reading habits of many young people.

General Facts Concerning Reading Preferences

Many studies have been made of the kinds of books, magazines and other materials that children like to read. The results of these studies do not agree in all respects and they are not conclusive with regard to many details. They do reveal, however, certain general facts about children's interests which are very significant.

1. The most striking fact about children's preferences in reading is that they vary widely at each age and grade level. This is contrary to the view which prevailed earlier to the effect that all children in each grade are interested in and should read to a very large extent the same kinds of books.

2. Children read more fiction than anything else and like it better. The fact that many pupils lose interest in reading about the age of 14 or 15 when interest in juve-

nile fiction declines is very significant. It indicates that the home, the school, and libraries fail to arouse new reading interests to take the place of interest in children's fiction.

3. Children and young people fail at present to read informational books widely. This need not be the case. Studies made by Uhl (128:165) and by Smith (110) show that boys and girls will read with keen interest informational material that is well written for children. Older pupils fail to read informational material because their interest in the problems to which it relates has not been thoroughly aroused.

4. Children prefer prose to poetry. Uhl (128:161) found, however, that in nearly every case the pupils who said they disliked poetry gave reasons for liking certain poems. The fact is often pointed out that children's dislike for poetry may be attributed to the methods used in teaching it.

5. Up to eight or nine years of age there seems to be few differences in the reading interests of boys and girls. Between the ages of ten and thirteen notable differences appear. For example, boys are most interested in accounts of war and scouting, school and sports, and adventure, while girls are interested largely in stories of home and school life, in fairy stories, and in love stories. The interest of boys in non-fiction centers largely in what-to-do books. "Except for a few books on cooking, crocheting, dramatics and poetry, girls fail to show interest in non-fiction" (44:166). Boys do more magazine reading than girls as a rule and are more interested in current events. They also show greater independence in choosing what they read.

6. The period from twelve to fifteen is a critical period in the development of reading habits. It is a period of rapid physical development with new and varied interests. It is natural that children of this age should delve

into any type of reading that will satisfy dominant interests and curiosities. It is of the greatest importance that the reading interests of children should be guided and directed during these years, that they should be surrounded with interesting, wholesome books and magazines, and that strong motives for reading them should be stimulated.

7. Notable differences in the reading interests of children of different levels of mental ability have been reported by several investigators. For example, Green (48:35-7) found that boys and girls of low native capacity "preferred children as characters in their stories, read less current news and less about specialized interests than those having high intelligence." She also found that there are more chronic readers of "series" books among pupils of low intelligence. Terman and Lima reported that a striking difference in the kind of reading done is illustrated by the fact that gifted children read more "science, history, biography, travel, folk-tales, nature and animal stories, informational fiction, poetry, drama, and encyclopedias" and less "emotional fiction and stories of adventure and mystery" (121:61-2).

8. The amount and character of the material read varies to a considerable extent with achievement in reading, as measured by reading tests. It is natural to assume that those who read less fluently will not read as much as those who are good readers. With regard to the kinds of books read, Green (46) found that there was much overlapping in what was read by good and poor readers in the sixth and seventh grades. However, there were important differences. For example, the poorest group read such books as the *Dutch Twins, Belgian Twins, Four Great Americans,* and the *Great Wide World,* which are usually read by younger children, while the best group read such books as *The Spy, The Crisis,* and *Ben Hur.* These facts support the recommendation that a wide range of read-

ing material is necessary in each classroom in order to provide for the interests of all boys and girls.

Types of Material of Interest at Different Age Levels

Because of variations in the reading interests of children due to such factors as differences in capacity and reading achievement, it is very difficult to define the types of reading material of greatest interest at different age levels. Three summaries of studies of the types of material preferred by children have already been reported by Gray (44), Jordan (61), and Uhl (128). An unpublished summary has been prepared by Alice M. Curley, a graduate student in Yale University, under the direction of Bessie Lee Gambrill. It is based on a tabular analysis of the results of 26 studies of children's interests in reading. In the portion of Curley's summary that follows, the preferences of boys and girls are presented separately.

Interests of Boys by Ages

Age 6-7.—Animal, nature and fairy tales rank high.

Age 8.—Fanciful fairy tales full of imagery are popular, as are realistic stories of animals and nature. Boys prefer stories of boys, rather than of girls or adults. Fables are at a climax, but humorous stories are not enjoyed much. Narrativeness and plot are of more interest than style; surprise is a large factor as an interest determiner; stories of daily life are of interest.

Age. 9.—Stories of daily life, and familiar experiences are of interest at this age. Animal stories still rank high. Stories of adventure and much description are of little interest. This is true also of humor. There is some interest in historical and bible stories. Interest in fables decreases, and humor is not much appreciated.

Age. 10.—Stories of daily life are popular; boys begin to show real interest in stories relating to scouting, school, sports. They are interested in how to make things, in biography, and in historical stories.

Age. 11.—Stories of war and adventure become of interest, biographies of great men and stories of heroism are popular. Biographies of great women are of little interest. Fables and animal stories lose in interest. Stories of travel and mystery stories (ghost and detectives) increase in popularity. What and How To Do stories fall off somewhat in interest. Bible stories are of least interest at this age.

Age 12.—Stories of adventure grow in interest. War and detective stories are popular as are tales of heroism. Most of the other interests are the same as at 11.

Age 13.—Fables and animal stories entirely disappear at this age. Stories of daily life and adventure are popular as are books on How to Make Things. Stories of great men and of travel gain in interest and moral precepts make some appeal. Detective stories are of interest and ghost stories begin to fall off in interest. Description increases in interest.

Age 14.—Stories of daily life and of adventure are most popular. War stories, travel stories, biographies of great men and tales of heroism are of high interest. Information makes little appeal and there is a beginning of interest in love stories.

Interests of Girls by Ages

Ages 6-7.—Nature stories, animal stories, fairy tales, and simple rimes are of most interest.

Age 8.—Imaginative and fanciful fairy tales, realistic nature and animal stories are of chief interest. Stories of familiar experiences and of girls hold interest more than do stories of humor. Fables, bible stories, and tales of heroism receive little attention.

Age 9.—Fanciful fairy tales and animal and nature stories are high in interest. Simple biography is enjoyed as are historical stories.

Age 10.—Stories of daily life, of home and of school are interesting. Fairy tales, myths and fables are still read. Biography and bible stories are enjoyed.

Age 11.—Stories of daily life, adventure and travel are popular. Love stories begin to increase in interest. Animal and nature stories are enjoyed. Biographies, mystery stories, and war stories are enjoyed.

Age 12.—Stories of home and school life are of greatest interest. Adventure, nature stories, and biographies of great women are of importance. Bible stories are also enjoyed.

Age 13.—Love stories, and stories of daily life are of chief interest. Fairy tales are still of some interest. Biographies of great women are of interest. Interest in description is highest at 13 and 14.

Age 14.—Stories of daily life, love stories, and stories of adventure are of chief interest. War stories, detective stories, ghost stories, and accounts of travel are interesting subjects. Stories of great women are preferred to those of great men. Information and moral precepts are of about medium interest.

By the age of fifteen, the reading interests of both boys and girls are more or less definitely formed. As indicated by the results of various studies, boys express a preference for newspapers and current events, for accounts of sports, and for material relating to topics of special interest in the field of vocational activities. In common with girls, boys read a great deal of fiction, much of which is sensational or which portrays impossible situations. Other types of material read by girls are poetry, biography and books of humor. Few girls' magazines are published, hence young women usually turn to adult magazines. Of these, women's magazines make the strongest appeal, followed closely by the all-fiction magazines.

Kinds of Magazines Read by Elementary School Pupils

In order to indicate the character of the magazine reading in which elementary and high school pupils engage, the results of two studies will be presented briefly. Rasche (99) made an elaborate analysis of the reports of several thousand fourth, fifth, and sixth grade pupils in Chicago and in Rock Island, Illinois. The ten magazines reported by the boys and by the girls in each grade in each city were determined separately. The magazines which were placed once or oftener in the lists of the ten most popular magazines follow in alphabetical order.

American Boy
American Magazine
Better Homes and Gardens
Boys' Life
Boys' World
Child Life
College Humor
Collier's
Compton's Picture Magazine
Farmer's Wife
Good Housekeeping
Junior Home Magazine
Junior Red Cross News
Ladies Home Journal
Liberty
Literary Digest
McCall's
National Geographic Magazine
Nature
News Outline
Pictorial Review
Popular Mechanics
Popular Science
Saturday Evening Post
St. Nicholas
True Romances
True Story
Western Story
Woman's Home Companion
Woman's World
Youth's Companion

The total number of magazines reported was 450; however, the names of only 303 different magazines could be identified. Of these 48 were reported by ten or more pupils. An analysis of the character of these magazines showed that they vary from very wholesome magazines for children to the most objectionable types. The parts of magazines in which greatest interest was expressed are "pictures," "stories," "funnies," "serious parts." With regard to the methods employed in securing magazines, 2,270 children reported that they were subscribed for by their parents, 1,027 reported that they were purchased, and 962 reported that they were borrowed. The magazines borrowed most frequently are *The American Girl* and the *Junior Red Cross News;* those purchased more frequently than they were subscribed for or borrowed are *Judge, Liberty, Popular Mechanics, True Romances, True Story Magazine,* and *Western Story.* Apparently, children in the elementary school are reading largely the magazines provided by parents. These facts indicate that vigorous campaigns are desirable among parents to elevate reading tastes and to instruct them concerning the kinds of magazines that are appropriate for children to read.

Huber and Chappelear (54) made a study among 659 children in grades three to eight inclusive in two cities in New Jersey. Eighty different magazines were reported. "Of the non-readers an unexpectedly large number was found to be of American parentage." In another study made in New York State, the average intelligence quotient was found for the group reporting each of forty magazines. Such magazines as *Radio News, Scientific American, American Magazine, Youth's Companion,* and *Boy Scouts* were read by those of high native intelligence. Magazines such as *Photoplay, Argosy, Film Fun, True Story Magazine,* and *Baseball* were read most frequently by those of low native intelligence. The solution of the problem presented by the character of the material read is not necessarily suppression. Huber and Chappelear wisely suggest that schools should provide children with opportunity to read good magazines as a result of which desirable standards and tastes may develop.

Magazine Reading Among High School Pupils

On account of the objectionable nature of much of the magazine reading among young people today, the character of the reading interests formed during the high school period is of special significance. Henderson (50) made a study of the magazines read by 2,083 high school pupils in Aberdeen, Washington, and compared his findings with those of Jordan's. The data for the two studies appear in Table XXXVI. Many interesting facts are revealed by the table. Only two will be commented on here. The first is that the magazines reported in both Henderson's and Jordan's studies are, in general, of a very satisfactory type. The second is that certain magazines are prominent in some communities, due doubtless to local influences, and are read very little in other communities. For example, *Popular Mechanics* was very widely read

in Washington but was mentioned more or less infrequently in the areas studied by Jordan in the west-central and the eastern states.

In contrast with the results of the studies by Henderson and by Jordan are those secured by such investigators as Kimball (64), who made a study of the magazines read by high school pupils in Columbus, Ohio. He found that there was a "pitifully slight acquaintance" on the part

TABLE XXXVI

PERCENTAGES OF HIGH SCHOOL PUPILS PREFERRING EACH OF FOURTEEN MAGAZINES

MAGAZINES	HENDERSON'S STUDY		JORDAN'S STUDY	
	974 Boys	1109 Girls	1431 Boys	2001 Girls
American Magazine	11.7	7.2	28.4	8.0
Cosmopolitan	1.4	7.8	6.4	10.4
American Boy	31.7	33.5	1.0	1.3
Youth's Companion	3.0	17.2	1.1	11.5
Pictorial Review	.9	.8	19.7	8.4
National Geographic	20.2	5.3	23.1	3.1
Ladies Home Journal	.6	2.9	12.8	34.9
Popular Mechanics	41.4	39.2	3.3	1.5
Collier's	3.4	4.5	3.2	5.7
Literary Digest	11.1	27.1	15.6	12.7
Saturday Evening Post	8.9	13.4	8.7	7.5
Harpers	.2	5.5	.9	8.8
St. Nicholas	.8	1.8	7.5	7.2
Boys Life	20.1	5.6		

of pupils with "magazines which are universally recognized as the most reliable from the standpoint of literature" such as *Harpers* and the *Outlook*. Other studies reveal a decided preference for the cheapest types of romantic, sensational magazines. In view of the fact that both elementary and high school pupils secure the magazines that they now read largely from the home, Danielson (24) is fully justified in his contention that the school should provide for the systematic reading of periodicals

and for the development of "an appreciation of magazine literature that will carry over into the homes." It is unfortunate that secondary schools have made so little provision in the past for reading magazines under conditions that lead to the development of desirable standards and tastes.

Parts of Newspapers Preferred

In his study of the newspaper and magazine reading of fourth, fifth, and sixth grade children in Chicago and in Rock Island, Rasche (99) secured statements from several thousand children concerning the parts of newspapers that they liked best. The five parts most frequently mentioned are "comics," "stories," "news," "sports," and "pictures." That there are wide individual differences is revealed by the fact that both "sports" and "news" appeared in the list of parts liked least as well as in the list of parts liked best.

An indication of the parts of newspapers preferred by high school pupils was secured by Nelson (86) who carried on a study in the library of the University High School, The University of Iowa. During the period of a week, each pupil marked each article or part of a newspaper that he read. When these were counted, the order was found to be as follows: sport news, funny strips, news (local, world and national), scandal, advertisements, poems, columns, cartoons. No editorial were checked. If these findings are typical, and there is much indirect evidence that they are, pupils are progressing through high school without forming a keen interest in reading those sections of newspapers that deal with problems of major significance. It is apparent that both elementary and secondary schools face a serious problem in stimulating and directing valuable habits of newspaper reading among pupils.

Motives That Stimulate Pupils to Read

The motives that stimulate pupils to read are of great importance. A review of the literature relating to purposes of reading both in and out of school show that elementary school pupils read for at least the following purposes: to satisfy interest and curiosity; for fun; to extend their range of information; to secure specific facts; to inform or entertain others; and for direction and safety. As pupils advance through the grades the motives for reading become much more numerous and specific. This fact is brought out clearly in a study made by Monto (81) of compositions written by 912 junior and senior high school pupils of Grand Rapids, Michigan, on "Why I Like to Read." The results of her analysis are presented in Table XXXVII (81:18). Percentages are indicated for three groups of high school pupils; namely, junior high school, four year high school, and vocational and technical high school.

An analysis of the entries in Table XXXVII reveals the fact that two general types of motives predominate among the pupils of Grand Rapids; namely, those which relate to pleasure and recreation and those which have to do with self-improvement and securing information. The greater prominence of the latter group, which is made up of items 2, 3, and 4 in the table, is surprising. There is reason to believe, however, that the motives which prompt the pupils of Grand Rapids are somewhat more serious than those which prompt pupils in many cities. For example, the books read most frequently by the Grand Rapids pupils are distinctly superior to those reported from certain other cities.

TABLE XXXVII

REASONS GIVEN BY 912 JUNIOR AND SENIOR HIGH SCHOOL PUPILS IN GRAND RAPIDS FOR LIKING TO READ

REASONS	PER CENT			TOTAL
	BURTON JUNIOR HIGH SCHOOL	OTTAWA HILLS HIGH SCHOOL	VOCATIONAL AND TECHNICAL HIGH SCHOOL	
1. Pleasure and recreation	35.0	36.9	32.8	35.7
To give me pleasure				
To enjoy leisure				
To live another life in books				
To feel various emotions				
To make time pass more quickly				
To take my mind away from work				
To find friends in books				
To see if the story ends like I wish it would				
2. Self-improvement and intellectual stimulation	25.0	27.1	34.4	27.4
To enrich and broaden my experience				
To educate myself				
To make me think				
To make intelligent use of spare moments				
To get ideals				
To succeed in life				
To compare lives of book characters with my own				
To imitate great men				
To learn about different vocations				
3. General information	22.1	20.8	17.8	20.8
To improve my use of English				
To get information				
To make me talk on various subjects				
To get suggestions for new things to do				
4. Improvement in school work	12.0	9.3	9.7	10.7
To improve my use of English				
To improve in regular school work				
To give background for history lessons				
To improve my reading habits				
5. Miscellaneous	6.2	5.6	5.1	5.8
To forget my troubles				
To put me in good humor				
To quiet my nerves				
To amuse others				
To keep parents from worrying				
To evade housework				

AGENCIES THAT STIMULATE PUPILS TO READ

Several studies have been made of the agencies that stimulate high school pupils to read. The compositions written by the pupils of Grand Rapids and analyzed by

Monto revealed six types of agencies that stimulate high school pupils to read. These are reported in Table XXXVIII. The surprising fact indicated by the entries

TABLE XXXVIII

AGENCIES THAT STIMULATE 400 HIGH SCHOOL PUPILS IN GRAND RAPIDS TO READ

AGENCIES	PERCENTAGE
Home	28.3
School	23.7
Public library	15.0
Certain books, magazines, pictures	14.3
Companions	13.0
Miscellaneous	5.7

in the table is that the home and the school are doing relatively little to stimulate pupils to read, at least as reported by the pupils. Apparently, there are influences at work in Grand Rapids of which many pupils are not conscious; otherwise it would be difficult to explain the large amount and superior quality of the reading of the pupils of that city.

Failure on the part of teachers to stimulate pupils to read is emphasized in Henderson's study of the magazine reading of 2,083 pupils in Aberdeen, Washington. Of these 48 per cent reported that they had not been asked to read by any one; 76 per cent of the senior high school pupils and 80.5 per cent of the junior high school pupils reported that they had not been asked to read magazines by teachers. On the basis of these findings, Henderson concluded that "as yet, no agency in the community studied has assumed the task of introducing the pupil of school age to the better class of current literature. . . . In this respect then the schools are failing to measure up to the present objectives of education. It seems to the writer that if the schools do not develop in the individual

high ideals, worthy interests, and wholesome habits, their attempts at training for citizenship, worthy home membership, worthy use of leisure time and development of character, are also open to suspicion of being of little worth" (50:75).

Factors That Influence Children's Preferences

The fact has been pointed out frequently in previous sections of this report that many children choose to read cheap and undesirable types of fiction. It is encouraging to know, however, that the interests of children can be influenced and directed to a greater or less extent. Reports concerning five types of influences follow.

Physical Make-up of Books

Bamberger (6) carried on a series of experiments to determine if the physical qualities of books affected the choice of primary pupils in five schools. She found that "the size most acceptable to the children . . . appears to be about seven and one-half inches long by five inches wide and one inch thick. . . . Blue, red and yellow are the favorite covers." Titles influence book selections. "Numerous illustrations make a book acceptable to children." The colors preferred "are rather crude and elementary, having a high degree of saturation and a great deal of brightness. Older children gradually grow into a preference for softer tints and tones. . . . Humor and action in pictures make an appeal to primary children. . . . Pictures that have story telling qualities have a high attraction. . . . A wide margin appears to be attractive, an average width of at least one inch should be used" (6:16). Some of these conclusions are tentative and require further experimental work for verification. They suggest a type of consideration which has been given too

little attention in preparing books for children and for adults.

Influence of the Teacher's Preferences

In a study including seventy-three classes from the third to the eighth grade inclusive, Wightman (140) found that "the book the teacher most preferred and was enthusiastic over was pretty generally the one the class preferred." The lesson taught by this study as explained by Wightman "is that interest and inspiration are contagious and are essential if the great majority of the public school children ever form a love for reading." The validity of this view may be further supported by an interesting example. A teacher in Evanston, Illinois, began to read some of Riley's poems to her pupils during spare moments of the day merely because she greatly enjoyed his writings. Within a month the demand on the school library for Riley's poems had become so great that the library was unable to meet it.

Influence of Developing Standards

Green (47) carried on an experiment among seventh grade classes to determine the effect of training on children's preferences. Forty-five minutes were reserved each day for voluntary reading. At first the discussion of books was quite informal. Gradually, a desire developed to discover good books to read. Book reviews were introduced and developed. Groups of pupils became interested in available book lists. Different groups devoted their attention to books of various types. Through group conferences and discussions, the following standards were developed and ultimately adopted.

"A book to be on our lists, must be something we want to know about. It must be written in words we can understand.

If it tries to state facts, they must be accurate. If it tells a story involving what is true to life, the story must not be so overdrawn as to be ridiculous. It must become more interesting as the story proceeds. It must be told in good English" (47:391).

When the books were reported by one group to the class as a whole, they were critically considered. If accepted, they were placed on the list of approved books. The effect of this training was measured in the case of 210 pupils in two schools. "School No. 9 showed a 68 per cent increase in the amount of home reading for fun following the experiment. School No. 20 showed a 34 per cent increase." From 71 to 76 per cent of the material read was chosen from the books suggested to the pupils during the experiment. The author attributes these results to the fact that standards for use in selecting materials to read had been developed. Although the data are not altogether conclusive, they suggest large possibilities in directing the preferences of children through carefully planned training and guidance.

Movies

In 1925, Jordan (61) made a questionnaire study of the interests of high school pupils. He compared his results with those of his study of 1917-18 (59). He found in the later study that fiction was relatively more popular than books of adventure. The author attributes this change in part at least "to the greater development and patronage of the moving picture." Similar conclusions were reached by Walter (134) in a study of girl life in America: "the home, the school, the libraries, the movies, all help to shape the reading tastes of girls." The results of these studies correspond closely with those for adults which were reported earlier.

Comparative Study of Magazines

Barnes (7) provided pupils in Western Reserve Academy, Hudson, Ohio, with opportunity to become acquainted with the content, quality and points of view of a large number of the best known periodicals. His aim was to help them gain a critical knowledge of the relative merits of these magazines, as an aid in developing standards and as a basis for wise selection of periodical literature. "All but one of the twenty boys who studied the various magazines said that they had found their study interesting and broadening. . . . Twelve changed their minds about such magazines as the *Atlantic Monthly* and *Harpers Magazine* and decided that they are not too 'highbrow.' The entire class joined in condemning the cheaper magazines" (7:273).

Methods of Stimulating Reading Interests

A very valuable and comprehensive study has been made by Rasche (98) of the methods used by teachers and librarians to stimulate interest in reading and to elevate reading tastes. He secured information from 159 teachers in 56 cities of 33 states and in the District of Columbia, from 54 school librarians in ten states, and from 17 public librarians in 6 states. The statements secured were analyzed and classified under appropriate headings. As a result, 110 "master methods" were identified. These are listed in Table XXXIX (98:30). The various methods listed in the table may be classified, as suggested by Rasche, under the following major headings: provision for adequate supplies of reading materials; provision for suitable buildings, rooms, and physical equipment; direct teaching techniques; incidental teaching techniques; systems of rewards and credits; advertising

methods; circulation of reading materials; training workers; special features, activities, and programs; extensive developments (98:33).

Rasche's study as a whole points to certain general conclusions of very great importance. The first is that teachers and librarians are, with but few exceptions, devoting most of their effort to stimulating people to read and much less to improving their reading tastes. As indicated throughout the previous sections of this report, the task of elevating reading tastes is the more urgent and difficult of the two.

A second general conclusion of Rasche's study relates

TABLE XXXIX

MASTER METHODS EMPLOYED BY TEACHERS (T), SCHOOL LIBRARIANS (S), AND PUBLIC LIBRARIANS (P) TO STIMULATE INTERESTS IN READING

No.	MASTER METHODS	T	S	P
1	Ability grouping—Arranging for	X		
2	Advertisements—Having pupils study	X		
3	Advertising devices—Using	X	X	X
4	After-school reading—Permitting free-period and		X	
5	Analyses—Making reading (of good books)	X		X
6	Attitude—Developing proper	X		
7	Atmosphere—Creating wholesome	X	X	X
8	Authors—Having pupils study	X		
9	Baiting—Luring pupils by		X	
10	Beautiful passages—Having pupils note	X		
11	Booklets—Having pupils prepare	X	X	
12	Book records—Having pupils keep		X	X
13	Book reserves—Establishing		X	
14	Books—Having pupils bring	X		
15	Book wagon—Sending out the			X
16	Browsing corner—Providing a	X	X	X
17	Bulletin board—Using the	X	X	X
18	Cartoons—Having pupils interpret	X		
19	Catalog cards—Preparing and using	X	X	X
20	Characters—Having pupils study	X		
21	Charts—Preparing and having pupils prepare	X		
22	Children's criticisms—Inviting	X		
23	Child librarians—Appointing			X
24	Choice—Allowing pupils freedom of	X	X	X
25	Circulation—Arranging for (of reading matter)	X	X	X
26	Civic use of library building—Allowing			X

TABLE XXXIX—*Continued*

No.	Master Methods	T	S	P
27	Classroom libraries—Providing	X		
28	Classroom magazines and newspapers—Providing	X		
29	Clippings—Asking pupils to bring	X	X	
30	Clippings—Filing (in pamphlet boxes)		X	X
31	Clubs—Encouraging reading	X	X	X
32	Commendations—Making deserved	X		
33	Comparative studies—Having pupils make	X	X	
34	Conferences—Capitalizing teacher—or librarian-pupil	X	X	X
35	Contests—Organizing	X	X	X
36	Correlations—Requiring (with school subjects)	X	X	X
37	Credit—Giving reading	X	X	X
38	Current events—Assigning studies in	X	X	X
39	Debates—Encouraging	X		
40	Diagnoses—Making (of pupils' interests)	X	X	
41	Directions—Having pupils carry out (as found in printed instructions)	X		
42	Discussions—Stimulating	X	X	X
43	Displays—Preparing (of books and magazines)	X	X	X
44	Dramatizations—Assigning	X	X	
45	Exercises—Arranging assembly and classroom	X	X	
46	Exhibits—Arranging (of pupils' handicraft work)			X
47	Games—Having pupils play	X	X	X
48	Illustrations—Having pupils study	X		
49	Inferior reading materials—Teaching recognition of		X	
50	Interest—Stepping up	X	X	X
51	Library buildings—Providing attractive			X
52	Library cards—Having pupils get	X		
53	Library equipment—Arranging		X	
54	Lists—Preparing book	X	X	X
55	Loans—Making personal (of books and magazines)	X		
56	Local papers—Putting school news in	X		
57	Magazines—Binding		X	X
58	Magazines—Classifying (into groups)		X	
59	Magazines—Filing (for reference)		X	
60	Magazine sections—Featuring special	X		
61	Maps—Preparing literature	X	X	
62	Mechanics of reading—Using good method in the	X		
63	Motivation—Supplying appropriate	X		
64	Moving pictures—Recommending (based on good literature)	X	X	
65	Objects—Using (as illustrative material)	X		
66	Original sources—Requiring pupils to read from	X		
67	Parallel reading—Assigning		X	X
68	Parental cooperation—Inviting	X	X	X
69	Partial reading—Doing	X	X	X
70	Personal libraries—Encouraging pupils to build	X		
71	Pictures—Using	X	X	X

TABLE XXXIX—*Concluded*

No.	Master Methods	T	S	P
72	Pleasure—Encouraging pupils to read for	X		
73	Poetry—Having pupils read	X		X
74	Posters—Using	X	X	X
75	Progress charts—Putting individual reading records on	X	X	
76	Projects—Having pupils develop (based on reading)	X	X	
77	Public library—Encouraging pupils to use the	X	X	
78	Public library school collections—Circulating	X	X	X
79	Puzzles—Having pupils solve	X		
80	Qualified librarians and teachers—Appointing only	X	X	X
81	Reading courses—Having pupils take		X	
82	Reading materials—Providing good	X		X
83	Reading periods—Allowing	X	X	
84	Readings—Giving selected (to pupils)	X		X
85	Red stars—Marking books with			X
86	Required readings—Assigning	X	X	
87	Reports—Having pupils prepare	X	X	X
88	Reviews—Having pupils read and prepare	X	X	X
89	Salesmanship—Having pupils engage in mock	X		
90	School papers—Using (to stimulate interests)	X	X	
91	Seasonal books—Featuring			X
92	Selections—Making appropriate (of reading materials for the library	X	X	X
93	Sequences—Having pupils follow		X	X
94	Serial Stories—Having pupils read		X	
95	Slides and films—Showing literary	X		
96	Spare time reading—Provision for		X	
97	Special shelves—Providing (for boys and girls)			X
98	Special library training—Giving (to librarians)			X
99	Statistical studies—Having pupils make (of class interest in fiction and non-fiction)		X	
100	Story telling periods—Programming	X	X	X
101	Subscriptions—Encouraging (for desirable periodicals)	X		
102	Substitutions—Making desirable	X	X	X
103	Suggestions and recommendations—Making	X	X	X
104	Talks—Arranging for (by librarians or others)	X	X	X
105	Teachers—Cooperating with		X	X
106	Tours and visits—Taking pupils on real or imaginary	X	X	X
107	Undesirable reading—Discouraging	X		
108	Use—Teaching proper (of reading materials and libraries)	X	X	X
109	Weeks—Programming literary	X	X	
110	Welfare stations—Sending books to			X

to the distinction in the primary service rendered by teachers and by librarians: "It is clear that in point of time the initial burden for stimulating and arousing young readers falls primarily upon teachers and that the later task of making rich stores of worth-while literature available is chiefly the function of librarians." With the increasing need for wide reading among adults, a new conception of the function of the public library is developing. "The more progressive librarians are not satisfied with merely supplying the public with reading materials. In some of our cities, both large and small, they are very aggressively using all legitimate means to reach people who would never avail themselves of the facilities offered. . . . These librarians conceive their task to be to interest all people both young and old in wholesome and profitable reading. Where the school does the initial work well, their task is merely to supplement effort. But where the school has failed, or where it has never had an opportunity to serve, their task is to initiate and stimulate interests in reading" (98:221-2). It is obvious that both teachers and librarians have large responsibilities in stimulating desirable reading interests and in elevating reading tastes.

Summary Statements

The foregoing discussion of children's interests in reading shows that interest in reading increases rapidly during the first six grades and that practically all children in the seventh and eighth grades read newspapers, magazines and books to a greater or less extent. The quality of the reading varies from the choicest literature for children to the cheapest type of fiction. The junior high school years form a critical period in the development of reading interests. This is due in part to the fact that other interests often absorb the time and energy of young people and that many of them fail to continue to read regularly.

Furthermore, children acquire many new interests during these years. It is natural that they should now revel in any type of material that satisfies dominant interests and curiosities.

The general statements which have been made concerning children's interests must be modified to a greater or less extent, when applied to individual cases. For example, studies show clearly that the reading interests of children vary widely at each grade and age level. Furthermore, notable differences have been reported in the reading interests of pupils of different levels of mental ability and achievement in reading. These facts support the recommendation that a wide range of reading material is necessary in the school, the library and the home in order to provide equally well for the reading interests of all boys and girls.

As shown by Rasche's study many teachers and librarians are making use of various methods to stimulate and elevate the reading interests of children and young people. Other studies show clearly that a surprisingly large number of children receive little or no stimulation and guidance in free reading and do not have access to interesting and varied types of reading material. In fact, the materials to which many children have most ready access fall far below acceptable standards. It is of the greatest importance that the reading of children be guided and directed, that they be surrounded with interesting, wholesome books and magazines which they can read readily, and that strong motives for reading them should be stimulated. In order to achieve satisfactory results, the earnest cooperation and persistent effort of parents, teachers, and librarians are necessary.

PART III

RESULTS OF CASE STUDIES OF READING INTERESTS AND HABITS

CHAPTER VI

Methods Employed in Making Case Studies

The Problem

As indicated in Chapter I, provision was made by the committee on Reading Habits for a series of case studies. The chief purpose of these studies was to secure detailed information concerning the reading interests and habits of adults and the influences that contribute to their development. A subordinate aim was to determine the value of certain methods of studying the reading interests and habits of adults. The case studies which were made fall naturally into three groups. The first includes studies of the reading interests and habits of one hundred adults in the Hyde Park District of Chicago which were made by means of brief interviews. The second includes similar studies of the reading interests and habits of one hundred seventy adults in North Evanston, Illinois. The third includes much more intensive studies of a small number of more or less prolific readers. The purpose of this chapter is to describe the methods used in making the case studies. Reports of the case studies will be presented in the three chapters that follow.

The Selection of Cases

An important issue in making case studies relates to the number and selection of subjects for study. In this connection there are at least four points to be considered. First, the group studied should be representative

of a significant section of the population, or at least so clearly defined that data concerning it may be used safely in making generalizations beyond its immediate limits. The latter option was fulfilled somewhat better than the former in this study. As will be observed when the two districts studied are described more fully, they are not typical either of cities or suburbs. Both are highly complex communities, enjoying advantages well above the average.

In the second place, the individuals selected for study should be strictly representative of their group. In actual practice the process of sampling for sociological studies usually falls far short of the ideal, and the present studies are no exception to the rule. The practical difficulties of choosing one or two hundred people "at random" out of a large community are very great. In Hyde Park, as will be described later, an effort was made to secure a representative rather than a truly random selection by enlisting the cooperation of such institutions as the church, the school, and the Y. M. C. A. In North Evanston, the parents of all children in the first grade of the three schools were approached. Since school attendance is obligatory, a very satisfactory sampling of one defined portion of the population was thus obtained.

In the third place, the groups compared should be equivalent in all respects but the one under consideration. In other words, it is essential to isolate or control the variables that exist in given situations. Here again practice often compromises with the ideal technique. Thus in Evanston it was found that the two sex groups, comparable as to economic status and certain other factors (since for the most part married couples were studied), differed from each other in amount of education. Any difference, therefore, in reading habits could be ascribed either to sex differences or to differences in educational advantages.

Finally, the number of cases should be adequate to prevent misinterpretation due to chance variations. The number of cases included in these studies is relatively small. It follows that only very large differences in the findings should be considered significant.

The Technique of Interviewing (*the Brief Interview*)

The technique of interviewing is of great importance in case studies. The first problem that confronted the interviewer was to persuade the prospective subject to submit to the interview. The fact must be kept in mind that the interviewer asked people of all sorts, many of them very busy, many of them without the slightest personal interest in reading, to contribute half an hour of their time to a novel project which they understood vaguely, if at all. The nearest approximation to such a request in their experience was that made by a book agent, who perhaps had succeeded recently in selling them an expensive and useless set of books. It is to the everlasting credit of long suffering human nature that only four refusals were encountered in the course of some two hundred calls.

In making the initial contacts various methods were used. In Hyde Park the following letter, with individual salutations, was sent out:

> Are you interested in helping to improve the opportunities afforded to the young people of your community for education, recreation, and self-improvement? The American Library Association (of which your public library is a member) and the American Association for Adult Education are carrying on a study for this purpose. You can give most valuable service to the work simply by answering a few questions about your own reading habits. There is no other obligation.
>
> Our research worker, Miss Ruth Munroe, will telephone you soon to make an appointment to call on you. We are sure that you will be willing to contribute a few minutes of your time to a piece of work so genuinely important.
>
> Very sincerely yours,
>
> (Signed) William S. Gray.

A telephone call and an appointment followed this letter. Three persons thus approached were "not interested." When the home boasted no telephone, calls were made without appointments. The church or school connection from which the name had been obtained was used as an introduction. The reception was reasonably cordial in all cases, and no refusals were encountered. Most of the single men and women were studied at the Y. M. C. A., and at the Eleanor Club which is a residence hall for working girls. Here the local directors waylaid the young people in the lobby and brought them one by one for the interview. In the Eleanor Club two friends were occasionally interviewed together. This procedure saved time and had the additional advantage that the girls frequently served as a check on each other.

In Evanston the telephone was used in a few selected cases. The telephone service was so slow, however, and the persons so often out, that this method of approach was given up in favor of making calls without previous appointment. A certain amount of general publicity was given the project by a series of short talks given by the writer at meetings of the Mothers' Club of the North Evanston Parent Teachers Association. Unfortunately it was not customary to keep a record of the members present at these meetings so that it was impossible to call only upon those who happened to hear the talks. However, many of the parents present were encountered in the course of the study, and all consented readily to an interview. The president of the Mothers' Club was kind enough to write a cordial letter of introduction to mothers. This letter frequently proved most helpful. Often, however, it was found simpler to rely on the disarming formula "the public library is making a survey of reading." The local library was willing to identify itself with the study in this manner, and its prestige in the community often paved the way handsomely.

Once the interviewer gained entrance to the home, her problem was to secure the full cooperation of her subject. The procedure varied in almost every case according to the responses of the subject. In general, however, a friendly but somewhat impersonal attitude proved most desirable. Any tendency toward drawing room decorum resulted in the usual social reticences on both sides. The general rule, however, was frequently modified in practice. Certain class differences, for example, had to be considered. In dealing with the more wealthy and busy individuals it was often useful to adopt a social attitude—it is difficult to turn down a person who presents himself in the manner of a social acquaintance. In visiting the better homes, a letter of introduction was commonly used and the value of cooperation in a worth while project was stressed. In the middle class homes there was a greater tendency to regard the interviewer as a book agent in disguise. It was necessary in such cases to stress the fact that no orders were to be taken and that the interview would be over quickly. Wide reading was not common in these homes, so that it was rather difficult to arouse interest in the project. The interview was therefore more of the question and answer type, although there were many exceptions to this rule. In the lower class homes the contact was really much easier to make. Usually it was sufficient to announce that the public library was making a survey of reading and to launch into the questions with an air of conviction. The prestige of the library and the successful use of English seemed to enlist at least their docile attention. Moreover, they were probably less frequently visited by agents than the wealthier subjects and genuinely enjoyed the interruption of a rather dull routine. They were usually quite willing to tell how they actually spent their time with little prompting. However, fairly direct and frequent questions about their reading were necessary.

The Questionnaire

The points covered in the interview are included in the accompanying questionnaire. A preliminary form was used in Hyde Park and revised for use in Evanston. These questionnaires were usually filled out immediately after the interview. In the Y. M. C. A. and the Eleanor Club and in the case of a few unusually intelligent persons, the sheets were filled out during the interview. In general it was felt that the people would talk more freely if their statements were not taken down during the conference. Moreover, the interview was much more flexible when the form questions were not followed rigidly.

Reading Questionnaire

Sex..... Residence..... Occupation.....Marital condition..... Occupation of husband.....Education .....Race..... Children..... Servants..... Impression of economic status.....cultural.....

Newspaper Reading

1. What newspapers and news periodicals do you read? .....
2. Check the parts of the paper that you usually read: front page.... news items inside paper.... editorial page.... sports.... ads.... comic section.... "home page".... financial section.... others....
3. Check items most nearly describing your method of reading the paper:
   - ....glance at headlines
   - ....read front page thoroughly
   - ....read everything about my special interests
   - ....read almost everything thoroughly
   - ....have no special plan
4. How much time (on the average) do you spend per day on the paper?.....

5. Do you read it at meal time, on street cars and other odd moments?.....
   or do you read it during your leisure time?.....
6. Check the items which describe best your reasons for reading the paper:
   ....recreation or relaxation—something to pass the time.
   ....information about my work.
   ....interest in the news.
   ....self improvement.
   ....because other people talk about the news.
   ....habit.
   ....other reasons (please state).....
7. Check any of the following items which supply you with news: ....radio ....movies ....conversation
8. Did your family read the newspaper when you were a child?.....
9. When did you begin to read it regularly?.....
10. Do your friends read the paper a good deal?.....
11. Is the paper usually easily available?.....
12. Have you a good deal of spare time, as on car rides?....
13. Do you think the information you get from newspapers is reliable?.....
14. Do you usually agree with the point of view of your favorite paper?.....

Magazine Reading

1. What magazines do you usually read?.....
   .....
2. Check the parts of the magazine that you usually read: short stories.... serial stories.... ads.... articles on general subjects.... articles of special interest to my own work or hobby....
3. How much time (on the average) do you spend per day on magazine reading?.....
4. Check the items which best describe your reasons for reading magazines and books:
   ....recreation, relaxation, something to pass the time
   ....information about my work
   ....general information
   ....information about some special hobby
   ....self-improvement

....conversational purposes
....habit
....other reasons (please state).....

5. Did your family have magazines around the house when you were a child?.....
6. Do your friends read magazines much?.....
7. When did you begin to read magazines?.....
8. Did school have any influence on your magazine reading?.....
9. Are there any other influences which lead you to read magazines? .....
10. Are magazines usually easily available for you?.....
11. Do you prefer short stories or articles to books?..... Why? .....

Book Reading

1. How many books have you read since Christmas?..... in the last 6 months?.....
2. Mention some books you have read recently..... .....
3. Check the kind of book you usually read: fiction.... biography.... poetry.... essays.... drama.... history.... travel.... science.... religion.... philosophy.... fine arts.... my vocation....
4. Check item describing the way you select your books: book reviews.... recommendation of friends.... knowledge of author.... special subject.... book club.... convenience.... other ways....
5. Check item describing where you get hold of your books: purchased.... borrowed.... gift.... rental library.... public library.... others.....
6. Were books easily available when you were a child—at home.... at school.... at a public library....?
7. Did your family encourage you to read as a child?.... How .....
8. Did school have any influence on your taste for reading?.... How.....
9. Did your friends read much when you were a child?....
10. Did your brothers and sisters read much at that time?....
11. Did any particular event in your life arouse interest in reading..... or a distaste for it?.....
12. Did any special person stimulate you to read?.....

13. Did you read much as a child?.....
14. Did college or other later training influence your reading?.....
15. When were you most interested in reading?..... Why? .....
16. Do your friends now read much?.....
17. Can you get hold of the books you want to read easily? .....
18. Other influences on your reading.....
19. Would you read more if you had more time?.....

Other Interests

1. How many times a month do you go to the movies.... theater.... dances.... card parties.... lectures.... concerts....
2. How many hours a week do you spend listening to radio? ..... What items on the radio do you prefer?.....
3. How many times a week do you go out or entertain friends? .....
4. How much time do you give to sports..... repairs about the house..... sewing.....
5. Have you any special hobby?.... What is it?.....
6. Do you belong to a club or social organization?..... Are you active in it?.....
7. What are your working hours.....
8. When do you usually go to bed?.....
9. Any other interests or activities?.....

The first step was usually to ask a general question about the subject's interest in reading. Further procedure depended largely on the response to this question, inasmuch as the leads suggested were followed. In the poorer homes these were usually in the direction of newspaper and magazine reading. Every effort was made to adapt the interview to the individual instead of compelling him to make adjustment to a set of questions followed in rigid order. A great deal of valuable information, especially on delicate points concerned with other interests and activities, was thus brought forth spontaneously. The interviewer's function was to ask for greater precision—"about how many times a month do you go to the movies?"—and

to guide the conversation into the channels desired. It was often difficult to secure precise estimates of the amount of reading and other activities. One type of person seemed to have no conception of an "average" and others were too scrupulously honest to be willing to make a definite estimate, necessarily inaccurate, of the time devoted to their spasmodic and haphazard activities. These people would usually choose, however, between various figures suggested by the interviewer,—a procedure perhaps not justified scientifically but apparently necessary in some cases.

In securing data concerning the more obscure motives for reading care was taken to suggest nothing until the individual had discussed his own motives. His statements were then supplemented by answers to direct questions covering other possibilities, adapted in style to the person in question, but including all the motives suggested in the questionnaire.

The question arises, of course, as to how far the subjects wilfully concealed or altered facts concerning their reading. That they went astray through ignorance and inability to analyze the situation is certain, but the writer believes that there was little conscious effort to deceive. Most of the people soon recognized the objective and impersonal character of the study and responded accordingly. Almost all freely admitted that they did not read as much as they wished, pleading lack of time as a sop to their self-esteem. Probably the amount of reading was over-estimated, but the reader was as much deceived as anyone. The interviewer usually asked casually whether *True Stories* and similar magazines were read, just as she asked about the *Ladies Home Journal*. Since all deprecation of such reading was avoided, the response was probably straightforward in most cases.

In evaluating the results of the interviews the limited space of time available must be kept in mind. There are

many tempting refinements on each question which could easily have been gone into, granted the opportunity. But it was practically impossible to ask for more than half an hour's time from individuals picked at random. It is believed that the present questionnaire covers as much ground as can be discussed with any thoroughness in a short time; perhaps it covers more points than should be attempted.

The Prolonged Interview

The problems encountered in the prolonged interview were somewhat different from those in the brief interviews. The practical difficulties of making contact were solved in advance, since the subject had already consented to the interview and was prepared for a long conversation. The choice of subjects will be discussed later. The task of the interviewer was therefore reduced to that of eliciting the desired information. All that has been said regarding the personal approach to a brief interview applies here in even greater measure. The interviewer made every effort to be alert and adaptable to the temperament of the subject. She tried to be a sympathetic listener, but impersonal enough to inspire confidence. Any expression of personal opinion either of the reading or of incidents in the subject's life was avoided, if possible.

The type of information sought for was somewhat different, however. Nothing is really irrelevant to this type of study. Unless the time was limited the subject was encouraged to talk as much as he cared to, and to analyze the influences bearing upon his reading interests. Some subjects found this impossible, and required leading questions at every turn. Others needed prompting only when they seemed inclined to pass hastily over a point of some importance, or when certain aspects of their experience were neglected entirely. It was usually possible for the interviewer to trace relationships and influences not evi-

dent to the subject and by a question or two to lead him to a more detailed consideration of such items. It may be added that in most cases the subject frankly enjoyed the interview. Several persons expressed appreciation of the insight into their own interests gained during the interview.

CHAPTER VII

The Reading Habits of One Hundred Residents of Hyde Park, Chicago, as Ascertained in Brief Personal Interviews

Description of Community

Hyde Park is a fairly typical residential section of Chicago made up largely of individual homes and small apartment houses. Above the stores on its main business street (Fifty-fifth Street) are tenements which provide homes for a large number of poor, uneducated laboring people. Estimates have been made that nearly fifty per cent of the children in the two public schools of the district come from this street alone. The University of Chicago dominates another section of the community. While a majority of the people in the district are comfortably situated, very few are really wealthy. The large new apartment hotels along the lake and the boulevard residences were not included in this study.

The educational opportunities of Hyde Park are unusually good. The university provides courses, lectures, and concerts. The churches have discussion groups and classes of various sorts. The local Y. M. C. A. offers athletic facilities and organizes numerous small social and discussion groups. The public library facilities, on the other hand, are not all that could be desired. The two nearest branches are each at least a mile from the heart of the community, and transportation facilities are poor. There is a small library station centrally located, but for

some reason it is not widely known. None of the people studied had used it and several expressed surprise on learning of its existence.

Selection of Cases for Study

The following institutions were used to secure a representative sampling of the community: the local Y. M. C. A., for unmarried men; the Eleanor Club, for young unmarried women; two large churches; and the Ray School (a typical public elementary school). Both the Y. M. C. A. and the Eleanor Club house a somewhat better educated class of young people than is usual in such institutions. Almost all of the residents are high school graduates and more than half of them have had additional training. In the Y. M. C. A. most of the men had had a year or two at some college (often a small midwestern institution), while in the Eleanor Club most of the girls had received six months or a year of training in a business college. There were more college graduates at the Y. M. C. A. than at the Eleanor Club. A few unmarried women college graduates living privately in the community were included in the study in order to equalize the two groups as nearly as possible. The somewhat specialized living conditions of the groups studied doubtless influenced their reading habits. It is impossible, however, to estimate the effect of these influences.

The members of the married groups studied were drawn partly from the churches and partly from the list of parents of the Ray School. In the case of the churches, the membership directories were checked by the church secretaries in accordance with a request for the names of representative individuals between 20 and 35 years of age. One church provided in addition a list of parents of Sunday School children living on Fifty-fifth Street. At the Ray School the names of all parents of second grade children

were selected. A few of the older people selected in this way were eliminated after personal calls were made at their homes.

Occupation and Education of Those Interviewed

Table XL shows the composition of the group studied according to occupation and education. The research worker rated each person interviewed as to economic status and as to cultural status. The classes used were above average, average, and below average. This rating took into consideration the appearance of the house, clothing, hints dropped in conversation and other items of a similar nature. It purports to supplement occupation and education as an index of the economic and cultural status of the individual. In the married group where the person was visited in his own home this rating has a distinct value, it is believed, but where (as at the Y. M. C. A. and the Eleanor Club), it was necessary to judge on appearance and conversation alone, the rating can be only roughly indicative, if indeed it is worth anything at all.

The table shows that the group is heavily weighted toward the medium and upper end of the scale with respect to education. The group is doubtless above the average for Chicago. It is unfortunate that the educational background of the unmarried groups does not correspond closely with that of the married groups. The single men and women have had a medium or somewhat superior type of education. The married group form a bimodal distribution. Some of its members have had more education than any in the single group, and a certain proportion have had notably less. The men are slightly better educated on the whole than the women. They are also somewhat better off economically. More of the married group are well established economically than the single, but the lower end of the scales correspond closely.

The occupational distribution of those having different educational advantages corresponds with expectation. The low rating on economic status of the group having some college or vocational training is probably due to the

TABLE XL

COMPOSITION OF THE HYDE PARK GROUP ACCORDING TO OCCUPATION AND EDUCATION

GROUPS STUDIED	NUMBER OF CASES	OCCUPATION					IMPRESSION OF ECONOMIC STATUS			EDUCATION				IMPRESSION OF CULTURAL STATUS		
		Professional or Managerial	Housewives	Clerical Workers	Skilled Labor	Miscellaneous	Good	Average	Fair or Poor	College Graduate	Some College or Vocational Training	High School Education	Grade School Education	Good	Average	Fair or Poor
All Cases	100	25	21	36	8	10	19	42	39	35	26	18	21	43	27	30
Women	51	18	42	32	0	8	20	31	49	32	28	17	23	42	24	34
Men	49	35	0	40	15	10	18	53	29	37	25	19	19	44	29	27
Single	53	23	4	54	2	17	13	49	38	30	39	21	10	45	35	20
Married	47	28	39	18	12	3	25	34	41	38	15	15	32	42	18	40
Married Men	23	39	0	30	26	5	26	39	35	39	14	17	30	43	22	35
Married Women	24	17	78	5	0	0	25	29	46	38	17	12	33	41	13	46
Single Men	26	31	0	59	5	15	11	66	23	35	38	19	8	46	36	18
Single Women	27	15	7	59	0	19	15	33	52	26	40	22	12	44	34	22
College Graduates	34	55	20	17	0	8	41	50	9	34				88	12	0
Some College or Vocational Training	28	21	13	50	4	12	11	60	29		28			43	53	4
High School Education	20	9	9	59	14	9	24	62	14			20		5	48	47
Grade School Education	18	5	50	16	24	5	5	5	90				18	0	11	89

fact that this group is composed largely of single men and women who are just entering upon their careers. The married people are somewhat older as a group than those who are single.

The results of the interviews are summarized in the

accompanying tables. All values are presented as a percentage of the total number of cases in the group involved.

Amount of Reading

Table XLI shows the amount of reading of newspapers, magazines and books that was reported. The mode for both newspaper and magazine reading lies between 30 and 60 minutes per day. Excessive reading of newspapers is somewhat more common than excessive reading of magazines. The married, especially the married men, are more devoted to both newspapers and magazines than the single. It is interesting to note that 57 per cent of the married men spend over an hour a day in reading the paper, a figure far above that for any other group. Only 19 per cent of the single men spend an equal amount of time on the paper. Moreover, the married men (87 per cent of the married as against 31 per cent of the single) do their reading largely during leisure time, whereas the single snatch a moment on the train, or wherever they can. Magazine reading is curiously similar in all the groups. The only notable fact is that 21 per cent of the married women very seldom read magazines. The single read books more consistently than the married, 36 per cent of the married as compared with 9 per cent of the single having read no books in the last six months.

The men are distinctly more interested in the paper than the women, and are somewhat more interested in magazines. At least, more women claim no interest in magazines. On the other hand, the women read books more enthusiastically than the men. Although the number of men and women who have read five books or less in the past six months is approximately the same, 31 per cent of the women having read 12 books or more, as compared with 8 per cent of the men. Few of the single men read many books. However, almost all read some.

TABLE XLI

AMOUNT OF READING OF NEWSPAPERS AND MAGAZINES PER DAY, THE TIME AT WHICH READING IS DONE, AND THE NUMBER OF BOOKS READ DURING THE PAST SIX MONTHS.

GROUPS STUDIED	AMOUNT OF NEWSPAPER READING PER DAY				WHEN READING IS DONE		AMOUNT OF MAGAZINE READING PER DAY				NUMBER OF BOOKS READ DURING THE PAST SIX MONTHS				
	Sixty Minutes or More	From 30 to 60 Minutes	From 5 to 30 Minutes	Five Minutes or Less	Odd Moments	Leisure Time	Sixty Minutes or More	From 30 to 60 Minutes	From 5 to 30 Minutes	Five Minutes or Less	Twenty Books or More	From 12 to 20 Books	From 6 to 11 Books	From 1 to 5 Books	No Books
All Cases .	26	36	33	5	65	58	15	52	24	9	14	5	21	37	23
Women . .	14	34	42	10	63	52	14	47	23	16	20	11	11	34	23
Men . . .	38	38	24	0	66	65	16	58	24	2	8	0	30	41	21
Single . .	17	34	43	6	86	31	13	53	26	8	13	7	28	43	9
Married . .	35	38	23	4	44	87	17	52	21	10	15	4	13	32	36
Married Men	57	30	13	0	46	95	22	57	21	0	13	0	22	35	30
Married Women .	12	46	33	9	41	78	12	46	21	21	17	8	4	29	42
Single Men .	19	46	35	0	85	35	11	58	27	4	5	0	38	46	11
Single Women	15	22	52	11	86	26	15	48	26	11	22	16	18	40	4
College Graduates	12	32	47	9	58	50	14	56	23	7	29	12	14	41	4
Some College or Vocational Training	18	39	39	4	60	43	18	46	25	11	11	7	39	36	7
High School Education	39	39	22	0	43	57	9	66	19	6	4	0	24	48	24
Grade School Education	44	27	24	5	16	88	16	33	27	24	0	0	0	27	73
Those Reading 12 Books or More . .	4	34	48	14			14	48	19	19					
Those Reading from 6 to 11 Books . .	30	40	30	0			10	70	20	0					
Those Reading from 1 to 5 Books ..	26	31	42	1			16	58	23	3					
Those Reading no Books .	39	43	14	4			19	29	33	19					

The effect of education on the amount of reading is interesting and confirms the results of earlier studies of this relationship. Excessive newspaper reading decreases systematically as the amount of education increases. The mode for college graduates lies between 5 and 30 minutes a day, and for the grade school group at 60 minutes or more. The amount of magazine reading is about the same for all groups except that a larger percentage of those having grade school education only read no magazines at all. In harmony with expectation, the findings with respect to newspaper reading are reversed for books. College people read decidedly more books than any other group, those having a high school education read a medium amount, and those having a grade school education only read very few books. It is interesting to note, however, that even among college graduates 44 per cent have read less than one book a month. If the amount of newspaper reading done by the different classes of book readers is studied it is noted that those who read books widely spend little time on the newspaper. In fact only 5 per cent devote more than 60 minutes a day to newspapers as compared with 39 per cent of those who read no books. As for magazine reading, there seems to be some tendency for both those who read books a great deal and those who read them not at all to neglect this form of literature.

What People Read

Table XLII shows the type of newspaper and magazine usually read. The *Chicago Tribune* is by far the most popular of the newspapers among those interviewed. Eighty-six per cent read it frequently. The only group which does not place it first is the lowest educational group. The facts relating to *The American,* a Hearst paper, are just the reverse. Its popularity increases as the amount of education of the reader decreases. The *Daily*

News is popular with all groups, somewhat less so, however, with the women. The better educated are much interested in the *Literary Digest*. Moreover, the college graduates vary their reading more than those less well

TABLE XLII

TYPES OF NEWSPAPERS AND MAGAZINES READ

GROUPS STUDIED	NEWS PUBLICATIONS READ					TYPES OF NEWS PUBLICATIONS READ					TYPES OF MAGAZINES READ					
	Tribune	Daily News	American	Literary Digest	Miscellaneous	A	B	C	D	E	A	B	C	D	E	F
All Cases	86	45	23	16	34	38	21	29	3	9	38	31	32	25	63	20
Women	85	27	15	27	27	39	13	29	4	11	36	27	53	29	53	18
Men	87	63	31	25	41	37	27	29	3	7	41	36	12	21	73	22
Single	96	43	15	23	36	43	21	26	8	4	41	34	33	28	66	8
Married	74	47	32	30	32	32	19	32	2	15	36	30	31	29	59	33
Married Men	78	65	35	26	43	30	26	30	0	14	43	35	9	26	65	35
Married Women	71	29	29	33	21	33	12	33	5	17	29	25	54	21	54	29
Single Men	97	61	27	23	38	42	27	27	4	0	38	38	15	19	81	8
Single Women	97	26	4	22	33	45	16	26	6	7	44	30	52	37	52	7
College Graduates	78	64	3	32	85	57	26	17	0	0	58	58	17	20	55	9
Some College or Vocational Training	89	46	11	39	25	46	21	33	0	0	43	32	46	28	64	7
High School Education	85	34	43	29	19	25	14	43	9	9	29	9	39	24	81	29
Grade School Education	55	50	66	5	11	12	12	27	5	44	5	16	33	33	50	55

educated. Eighty-five per cent read "miscellaneous" papers and periodicals, such as the *New York Times* and other out-of-town papers, as well as the *Nation*, the *New Republic*, the *Outlook*, etc. The low percentage in the high school and grade school groups, 19 and 11 per cent

respectively, who read any other than local papers or the *Literary Digest* is significant.

For purposes of comparison, types of newspaper readers were designated as follows: "A" represents those who read the *Chicago Tribune* or *Daily News* and some news periodical; "B," those who read two papers such as the *Chicago Tribune* and the *Daily News;* "C," those who read one such paper; "D," those who read one paper of this nature and the *American;* "E," those who read only the *American.* Very interesting is the regular progression shown in Table XLII from predominantly "A" type of reading to predominantly "E" type, as the amount of education decreases.

The magazines commonly read were classified into six groups as follows:

A = *The Atlantic Monthly, Harpers, Scribners, American Mercury, Century, Poetry, Theatre, Reader's Digest, Étude,* and other magazines of general or specific cultural interest.

B = All professional or business magazines, and trade journals.

C = Women's magazines such as *Good Housekeeping, Ladies Home Journal, Pictorial Review, McCall's, Vogue,* etc.

D = The more popular non-story magazines such as *The American, Popular Science, Popular Mechanics,* etc. Lodge publications were also included in this group.

E = The popular magazines of the better class, with a primary interest in stories such as *The Saturday Evening Post, Collier's, Liberty, Cosmopolitan.*

F = Such purely fiction magazines as *True Stories, True Romances, Detective Story Weekly, Adventure Stories, Western Stories,* etc.

Noteworthy is the very wide interest of men, indicated in Table XLII, in the "E" type of magazines, eighty-one

per cent reading this type. The greater interest of women in women's magazines requires no comment. The fact that the married group is more addicted to the "F" type of magazine is probably due to the educational status of this group, since interest in these periodicals is strong chiefly among those who have had only high school or grade school education. The greater interest shown by the better educated groups in professional journals is also very natural.

Parts of the Newspaper Usually Read

The results of studies of the parts of the newspaper usually read are both interesting and significant as revealed by Table XLIII. The comic section leads in re-

TABLE XLIII

Parts of Paper Usually Read and the Extent of Interest in Each

Groups Studied	News			Editorials			Play Reviews			Sports			Advertisements			Comic Section			Home Page or Finance Sheets		
	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None
All Cases	77	22	1	45	30	25	28	27	45	50	25	25	28	50	22	81	7	12	30	24	46
Women	69	30	.02	32	32	36	32	32	36	26	40	34	32	60	8	72	12	16	46	34	20
Men	82	18	0	58	26	16	24	22	54	72	20	8	28	36	36	88	4	8	10	18	72
Single	80	20	0	40	35	25	39	18	43	47	25	28	26	41	33	80	12	8	26	11	63
Married	77	22	.02	45	19	36	18	39	43	49	30	21	30	60	10	74	10	16	34	39	27
Married Men	91	9	0	70	8	22	13	40	47	80	5	15	43	35	22	82	0	18	13	35	52
Married Women	62	33	5	25	25	50	17	38	45	21	46	33	21	79	0	66	17	17	54	41	5
Single Men	77	23	0	46	31	23	31	15	54	69	15	16	23	31	46	89	11	0	11	0	89
Single Women	77	23	0	38	38	24	46	23	31	31	31	38	9	50	41	77	8	15	46	19	35
College Graduates	88	12	0	50	32	18	35	38	27	44	26	30	23	50	27	73	14	13	17	29	54
Some College or Vocational Training	75	25	0	50	28	22	36	28	36	43	29	28	25	54	21	78	7	15	28	19	53
High School Education	62	38	0	39	13	48	19	10	71	62	19	19	34	39	27	85	9	6	29	24	4
Grade School Education	61	34	5	25	31	44	0	15	85	55	18	27	38	50	12	88	7	5	50	23	27

ceiving the enthusiastic attention of 81 per cent, whereas "the news" boasts only 77 per cent of assiduous readers. However, 12 per cent refrain from reading the funnies entirely, and only one person affirms that he is not interested in the news. Moreover, interest in the funnies in Chicago does not seem to be greatly influenced by education, although there is a slight but consistent tendency for the less well educated to read them more. The college graduates lead in interest in news and editorials. The women, especially married women, are very little interested in editorials. Interest in play reviews, always relatively slight, is more prevalent among the single, especially single women, and among the better educated.

The sporting news appeals chiefly to men. Education influences their attitude but little, perhaps dampening their enthusiasm for it and decreasing the relative amount of time spent in reading such items. The fact should be pointed out that women, especially the lower classes of women, show most interest in those parts of the paper bearing on their work. Married women are most consistently interested in advertisements. More men, and more single people, disregard them. The data concerning financial sheets are inaccurate as no special inquiry into the reading of this section was made in the early stages of the study.

Parts of Magazines Usually Read

With respect to the parts of magazines read, Table XLIV indicates a preference for short stories. Articles on general subjects and advertisements form a close second, and actually rank higher among single men. Almost no one neglects stories entirely, however. It is noteworthy that the men seem to be more actively interested in advertisements than the women, although slightly more of them do not look at advertisements at all. Single men

TABLE XLIV

PARTS OF MAGAZINE USUALLY READ

GROUPS STUDIED	SHORT STORIES			SERIAL STORIES			ARTICLES ON GENERAL SUBJECTS			ADVERTISEMENTS			ARTICLES ON WORK OR HOBBY		
	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None
All Cases	74	21	5	27	25	48	66	16	18	60	26	14	48	16	36
Women	80	18	2	33	24	43	60	20	20	29	59	12	43	19	38
Men	67	24	9	23	33	44	74	9	17	60	23	17	58	5	37
Single	70	21	9	23	30	47	70	15	15	65	14	21	46	16	38
Married	78	18	4	32	19	49	57	37	6	54	40	6	54	12	34
Married Men	82	13	5	26	35	39	78	9	13	65	31	4	52	9	39
Married Women	78	18	4	38	4	58	41	21	38	41	51	8	58	13	29
Single Men	54	35	11	15	20	65	69	12	19	54	19	27	65	4	31
Single Women	89	3	8	31	38	31	77	12	11	77	8	15	31	23	46
College Graduate	76	18	6	14	31	55	76	7	17	61	25	14	55	20	25
Some College or Vocational Training	85	8	7	28	40	32	71	25	4	60	19	21	50	11	39
High School Education	76	15	9	43	18	39	57	19	24	71	10	19	30	12	58
Grade School Education	66	34	0	27	12	61	33	40	27	38	62	0	50	16	34

and women are least interested in reading articles about their work. The low standing of serial stories is interesting, suggesting perhaps that sustained reading is avoided even in capsule doses. Of course many people buy their magazines spasmodically and so are unable to follow a serial story. Some express themselves incapable of waiting from month to month.

TYPES OF BOOKS USUALLY READ

Table XLV shows that fiction is the most popular type of book. Interest seems about equally divided between

TABLE XLV

TYPES OF BOOKS USUALLY READ AND THE EXTENT OF INTEREST IN EACH

GROUPS STUDIED	DEGREE OF INTEREST	TYPES OF BOOKS READ										
		Light Fiction	Accredited Fiction	Biography	Poetry	Essays	Drama	History	Travel	Science	Religion and Philosophy	Miscellaneous
All Cases (100)	Much	43	44	14	17	4	7	9	10	17	14	
	Little	27	21	24	22	17	14	9	23	11	15	(23)
	None	30	35	62	61	79	79	82	67	72	71	
Women (51 cases)	Much	50	54	10	27	2	8	6	8	12	10	
	Little	35	16	33	22	19	17	9	31	9	20	(22)
	None	15	30	57	51	79	75	85	61	79	70	
Men (49 cases)	Much	34	32	18	4	5	6	12	12	20	19	
	Little	23	31	17	19	14	12	11	17	17	9	(24)
	None	43	37	65	77	81	82	77	71	63	72	
Single (53 cases)	Much	40	49	15	19	5	9	7	9	13	22	
	Little	30	25	26	27	18	16	16	27	10	14	(25)
	None	30	26	59	54	77	75	77	64	77	64	
Married (47 cases)	Much	45	39	9	13	2	3	9	11	21	8	
	Little	25	16	27	23	17	10	4	19	13	13	(23)
	None	30	45	64	64	81	87	87	70	66	79	
Married Men (23 cases)	Much	39	37	11	4	4	6	13	17	28	4	
	Little	13	24	24	18	14	12	5	14	15	4	(26)
	None	48	39	65	78	82	82	82	69	57	92	
Married Women (24 cases)	Much	50	39	8	21	0	4	6	10	14	8	
	Little	38	11	30	29	21	5	4	19	11	26	(21)
	None	12	50	62	50	79	91	90	71	75	66	
Single Men (26 cases)	Much	31	31	23	4	6	6	11	8	15	33	
	Little	27	31	8	31	17	9	12	15	12	9	(23)
	None	42	38	69	65	77	85	77	77	73	58	
Single Women (27 cases)	Much	48	66	11	33	4	13	4	11	11	11	
	Little	34	19	37	23	18	21	18	37	7	19	(22)
	None	18	15	52	44	78	66	78	52	82	70	
College Graduates (34 cases)	Much	21	67	22	32	5	20	19	13	46	14	
	Little	38	16	37	18	34	16	8	19	13	33	(30)
	None	41	17	41	50	61	64	73	68	41	53	
Some College or Vocational Training (28 cases)	Much	41	55	20	14	7	14	6	11	4	18	
	Little	23	24	37	40	11	15	19	32	18	18	(26)
	None	36	21	43	46	82	71	75	57	78	64	
High School Education (20 cases)	Much	59	31	3	5	0	0	7	7	3	9	
	Little	12	30	7	19	9	5	3	17	2	0	(24)
	None	29	39	90	76	91	95	90	76	95	91	
Grade School Education (18 cases)	Much	55	0	0	0	0	5	5	0	0	0	
	Little	0	11	0	0	0	0	0	5	0	0	(13)
	None	45	89	100	100	100	95	95	95	100	100	

the light adventure stories and sentimental romances, frowned upon by public librarians, and the somewhat more solid type of novel. The attempt made in this study to classify fiction was a high handed and artificial process, but it seemed useful to distinguish roughly between the

two types of fiction designated. The men show slightly less interest in fiction than the women, 34 per cent as compared with 50 per cent. There is some tendency to prefer biography and poetry, especially in moderate doses, to other types of reading, except fiction. The peaks for science and religion probably represent the specialized or professional interests of a few individuals, some from the Y. M. C. A. and some from personal friends of the writer called in during the early stages of the study when a technique of inquiry was being developed.

The differences in the types of books preferred by adults of different educational advantages are interesting. The college people read better fiction and more of other forms of literature. It is rare for a person of grade school education to read anything but light fiction.

Reading Practices

Table XLVI presents miscellaneous data on reading practices. In reading the paper the more usual method is to skim the headlines and then to pass on to items of special interest. The married group, especially married men, tend to read everything thoroughly more than other groups. The less well educated also tend to be more thorough and less discriminating in their reading. Fifty per cent of those having grade school education "read almost everything," whereas only 12 per cent of the college graduates follow such a practice.

People seem to be about evenly divided into fast and slow readers, according to their own statements. College graduates read a little more rapidly than other groups perhaps, and those of grade school training read more slowly. Only 3 individuals were found who had any notion of the "skimming" process so much used by those whose profession requires constant reading. Twenty-five per cent of the group studied skip dull parts, usually

description. Ability to vary one's method with the type of book is apparently closely related to amount of education. Thirty-three per cent often leave books unfinished, more single women following this practice perhaps than other groups. Twenty-three per cent read aloud, usually to their children. Thirty-seven per cent re-read books or parts of books often, single women doing this most and married men least. The grade school group does not re-read at all. Nineteen per cent take notes, but only two people were found who did so without some definite purpose in mind, such as to secure information needed in a course or in a definite piece of research.

About 40 per cent "personalize" their reading, accord-

TABLE XLVI

READING PRACTICES

PRACTICES	Skims Headlines Rapidly	Reads Special Interests Thoroughly	Reads Almost Everything Thoroughly	No Plan	Reads Every Word Slowly	Reads Every Word Rapidly	Skips Dull Parts	Varies Method with Type of Book	Often Fails to Finish Book	Reads Aloud	Rereads Often	Takes Notes	Identifies Self Easily with Character	Compares Books and Personal Life	Mood Is Easily Influenced by Reading	Interested in Style	Attempts to Write	Would Read More if Books Were More Easily Available	Would Read More if More Time Were Available
All Cases . .	64	46	23	15	52	42	25	23	33	23	37	19	41	40	37	42	26	47	71
Women . .	68	43	10	20	57	43	26	26	37	27	40	20	48	46	46	50	26	53	75
Men . . .	60	50	36	10	47	41	24	20	29	19	34	18	34	34	28	34	26	41	67
Single . . .	74	56	15	15	57	41	25	30	34	12	54	21	52	61	52	47	30	47	79
Married . .	55	37	30	15	47	43	25	16	32	34	20	17	30	19	22	37	22	47	63
Married Men	39	35	52	13	44	45	17	15	34	37	11	17	27	7	15	33	23	44	60
Married Women	71	38	8	17	50	41	33	17	33	31	29	17	33	31	29	41	21	50	66
Single Men	81	65	19	8	54	38	32	27	28	14	49	20	45	52	45	39	30	35	76
Single Women	66	48	11	22	63	44	18	33	40	10	59	22	59	70	59	55	30	59	82
College Graduate . . .	82	47	12	9	38	53	23	44	41	32	47	41	35	38	41	64	47	47	79
Some College or Vocational Training .	78	50	4	21	57	39	28	32	32	18	50	14	64	60	43	43	18	57	85
High School Education .	62	43	43	14	52	43	19	0	24	19	29	5	39	48	39	34	19	57	81
Grade School Education .	16	27	50	16	52	9	29	0	24	0	0	0	9	5	0	0	0	9	18

ing to their reports, by putting themselves in the place of certain characters, drawing comparisons between books and personal experiences or by reacting strongly emotionally to what they read. Women are more prone to do this than men, single people more than married, and the well educated more than those of grade school training. Women seem to be slightly more interested in matters of style than men. The better educated, of course, lead in this respect.

A large percentage, 71 per cent, feel that they would read more if they had more time. The lowest educational group frankly state that they would not. Forty-seven per cent complain that they cannot secure the books they want to read and would read more and better books if facilities for getting them were improved. Only those of grade school education feel that improved facilities for obtaining books would not affect their reading.

Source of Newspapers, Magazines and Books

People usually subscribe for at least one newspaper, especially the married group. They buy an evening paper, or other papers, incidentally. The unmarried people read very extensively at the club they live in and do not feel the need of subscribing for newspapers themselves. Similar statements may be made concerning magazines. Many are subscribed for. Many more are purchased from time to time. Others are picked up in the lobbies of the club or found at friends' homes. Only four people take them from the library. As for books, Table XLVII indicates that 46 per cent still purchase them frequently, but that 36 per cent use the public library, and 21 per cent a rental library. Borrowing is a very important way of securing books. Gifts, as a means of securing books, are mentioned by 26 per cent, but this is probably underestimated. Those whose personal libraries are extensive are

TABLE XLVII

SELECTION OF BOOKS, SIZE OF PERSONAL LIBRARIES, AND SOURCES OF BOOKS

GROUPS STUDIED	SELECTION OF BOOKS					SIZE OF PERSONAL LIBRARY				SOURCES OF BOOKS				
	Recommendation of Friends	Convenience	Book Reviews	Author	Miscellaneous	One Thousand Books or More	From 301 to 1000 Books	From 26 to 300 Books	From 25 Books or Less	Rental Library	Public Library	Purchased	Borrowed	Gifts
All Cases	58	45	29	9	18	6	21	39	34	21	36	46	53	26
Women	70	52	32	8	10	6	17	24	53	30	30	42	66	38
Men	46	38	26	10	26	6	25	54	15	12	42	50	40	14
Single	48	30	26	14	13	4	17	33	46	27	40	45	57	18
Married	68	62	32	4	23	8	25	45	22	15	32	47	49	34
Married Men	45	53	31	8	29	4	29	38	29	13	43	53	44	22
Married Women	91	71	33	0	17	12	21	52	15	17	21	41	54	46
Single Men	32	27	22	13	11	8	19	42	31	11	42	50	38	8
Single Women	74	33	30	15	15	0	15	24	61	39	38	40	76	28
College Graduate	76	47	61	6	32	26	29	41	4	29	50	64	55	32
Some College or Vocational Training	71	46	28	21	14	4	32	50	14	21	57	46	64	21
High School Education	52	43	5	9	14	0	9	48	43	14	39	34	48	9
Grade School Education	33	44	0	0	11	0	0	16	84	0	11	27	33	22

not so impressed by the few books that Christmas and birthdays may bring.

SELECTION OF BOOKS

Table XLVII also suggests that people read largely what their friends are reading and whatever book happens to be available when the desire to read possesses them. Book reviews have some influence, especially among well educated people. A few are impressed by the "look" of a

book; that is, whether it has description or conversation, whether they know the author or not. Doubtless familiarity with an author is a more potent factor than would here appear. It is more usually a contributing than a determining factor perhaps, and so escapes attention. The number of books owned by individuals presents no novel features, except that the men, as a group, seem to own slightly more books than the women. The married, being better established and slightly older, naturally have more books. The size of the library is more or less related to the amount of education the adult possesses.

Motives for Reading

The accuracy of the questionnaire method in obtaining information on motives for reading is open to serious question. The people questioned were for the most part unaccustomed to self-analysis, if indeed the most practised introspectionist can produce reliable data on such matters. Furthermore, in the brief interviews held it was usually necessary to accept even a hasty judgment more or less at its face value.

Eighty-two per cent of the people studied, as shown in Table XLVIII, claim interest in the news as a dominant reason for reading the paper, and only 9 per cent feel that this motive is of no importance. No inquiry was made into the deeper motives underlying such interest. The married women are a little less pronounced in their statements of interest in news and those of grade school training place it rather low. Recreation is the motive next in order. Forty-eight per cent consider this motive important, but 35 per cent feel that it is of no importance whatever. The married group rank this motive high and contribute most of the votes for newspaper reading as a means of merely passing away the time. This finding correlates with the less active social life of the married

TABLE XLVIII

MOTIVES FOR NEWSPAPER READING AND THE IMPORTANCE ATTACHED TO EACH

GROUPS STUDIED	RECREATION			MERELY TO PASS THE TIME			INFORMATION ABOUT WORK			GENERAL INTEREST IN NEWS			SENSE OF DUTY			CONVERSATIONAL PURPOSES		
	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None
All Cases . .	48	17	35	32	5	63	22	8	70	82	9	9	9	3	88	14	10	76
Women . .	45	22	33	30	9	61	15	12	73	74	14	12	8	6	86	16	14	70
Men . . .	49	14	37	33	4	63	27	6	67	87	7	6	4	4	92	12	6	82
Single . . .	35	22	43	14	5	81	17	2	81	91	3	6	7	2	91	22	3	75
Married . .	65	10	25	51	6	43	26	15	59	69	18	13	4	9	87	6	7	87
Married Men	65	13	22	54	7	39	24	7	69	89	11	0	0	4	96	9	4	87
Married Women	62	9	29	48	6	46	29	21	50	50	25	25	8	14	78	4	30	66
Single Men .	36	14	50	15	0	85	31	4	65	85	4	11	5	4	91	15	4	81
Single Women	30	33	37	13	9	78	4	0	96	96	4	0	7	4	89	28	4	68
College Graduate . . .	53	21	26	20	0	80	22	9	69	97	0	3	12	12	76	9	18	73
Some College or Vocational Training .	41	20	39	28	4	68	14	4	82	85	7	8	4	4	92	14	11	75
High School Education .	39	18	43	39	4	57	14	0	86	83	8	9	0	0	100	16	8	76
Grade School Education .	55	18	27	.66	1	33	34	22	44	33	45	22	5	0	95	5	18	77

group. The less educated also read the newspaper largely to pass the time. The other motives listed in Table XLVIII were consistently marked low, probably because of the difficulty on the part of those questioned in analyzing the real situation. Social pressure is certainly very potent in determining interest in newspapers, but its action is too subtle to be measured easily by so crude a scale.

Table XLIX indicates that magazines are read very largely by all groups for recreation, and by the married and poorly educated as a means of passing the time. "To secure information about business or housekeeping" is another important motive, so considered especially by the men (43 per cent). Single women rank this motive very

low indeed (15 per cent). "To secure general information" is another motive, about equally important in all groups, with a tendency for married women and the poorly educated to rank it low. "To secure information about a special hobby" is either a very important reason for reading magazines or no reason at all. Twenty-six per cent consider it of great importance, and only 3 per cent take a middle position. The motives for reading books presented in Table L parallel those for magazine reading almost exactly.

TABLE XLIX

MOTIVES FOR MAGAZINE READING AND THE IMPORTANCE ATTACHED TO EACH

GROUPS STUDIED	RECREATION			MERELY TO PASS THE TIME			INFORMATION ABOUT WORK			INFORMATION ABOUT HOBBY			GENERAL INFORMATION			SENSE OF DUTY			CONVERSATIONAL PURPOSES		
	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None
All Cases	83	10	7	31	2	67	36	11	53	26	3	71	31	11	58	8	6	86	11	10	79
Women	89	7	4	28	2	70	28	13	59	19	2	79	28	20	52	6	13	81	15	8	77
Men	77	12	11	33	2	65	43	10	47	32	6	62	35	20	45	6	3	91	7	9	84
Single	80	11	9	13	0	87	27	12	61	29	5	66	37	16	47	5	8	87	18	10	72
Married	86	10	4	50	5	45	45	12	43	22	1	77	21	30	49	7	8	85	6	3	91
Married Men	84	12	4	55	2	43	49	9	43	28	3	69	37	28	35	4	0	96	4	9	87
Married Women	87	9	4	46	8	46	41	18	41	14	3	83	15	20	65	10	15	75	7	7	86
Single Men	73	12	15	15	0	85	40	10	50	37	5	58	35	11	54	8	3	89	8	7	85
Single Women	91	5	4	11	0	89	15	11	74	22	4	74	28	22	40	2	12	86	28	13	59
College Graduate	85	9	6	12	3	85	41	21	38	33	17	50	45	26	29	7	11	82	9	13	78
Some College or Vocational Training	93	3	4	26	3	71	23	10	67	27	2	71	32	29	39	4	7	89	21	8	71
High School Education	77	10	13	38	0	62	20	4	76	20	4	76	20	14	66	7	12	81	5	10	85
Grade School Education	80	15	5	61	12	27	35	10	55	8	4	88	13	21	66	6	6	88	5	12	83

INFLUENCES ON READING HABITS

Table LI suggests that newspaper reading is practically universal. In almost every case the parents of those ques-

tioned read the newspaper and the habit extends back to their earliest recollection. The explanation of this fact is to be sought in the group rather than in any individual experience. Those questioned usually "suppose" that

TABLE L

MOTIVES FOR BOOK READING AND THE IMPORTANCE ATTACHED TO EACH

GROUPS STUDIED	RECREATION			MERELY TO PASS THE TIME			INFORMATION ABOUT WORK			INFORMATION ABOUT HOBBY			GENERAL INFORMATION			SENSE OF DUTY			CONVERSATIONAL PURPOSES		
	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None
All Cases	84	1	15	17	3	80	22	7	71	18	8	74	27	9	64	8	8	84	11	11	78
Women	90	1	9	19	4	77	18	5	77	8	5	87	26	9	65	10	9	81	12	15	73
Men	77	3	20	15	3	82	25	11	64	31	9	60	27	11	62	6	10	84	13	5	82
Single	86	1	13	10	1	89	22	4	74	22	8	70	33	8	59	10	3	87	15	10	75
Married	82	1	17	24	6	70	29	3	68	17	4	79	30	4	66	5	8	87	7	12	81
Married Men	80	3	17	20	2	78	37	11	52	26	15	59	20	14	66	2	11	87	4	9	87
Married Women	83	0	17	29	9	62	18	8	74	8	5	87	32	13	55	4	9	87	10	15	75
Single Men	77	0	23	11	0	89	19	4	77	36	10	54	35	4	61	9	6	85	17	2	81
Single Women	94	2	4	9	2	89	24	6	70	7	7	86	32	9	59	7	4	89	13	17	70
College Graduate	88	3	9	14	4	82	54	5	41	36	11	53	41	24	35	7	9	84	14	16	70
Some College or Vocational Training	96	0	4	20	2	78	12	13	75	18	7	75	32	4	64	7	15	78	16	13	71
High School Education	81	0	19	19	0	81	5	0	95	10	0	90	15	0	85	11	4	85	7	8	85
Grade School Education	79	5	16	23	0	77	0	0	100	6	0	94	6	0	94	6	0	94	3	3	94

their friends read the paper too, but there does not seem to be very much direct influence from this fact. Conversation was almost never suggested spontaneously as a source of news, though, when pressed, all but 18 per cent said that they did talk over current events with friends.

Magazine reading too seems to be a group habit of long standing. In 84 per cent of the cases it was suggested that there had always been magazines around the house and that it was impossible to ascribe the habit of reading them to any particular influence. The average man, too,

assumes that his friends read the same magazines as he does although he "has never thought of it before." Only 22 per cent felt that there had been any change in this habit since childhood, usually for individual reasons such

TABLE LI

INFLUENCES AFFECTING READING

GROUPS STUDIED	NEWSPAPERS		MAGAZINES				BOOKS			
	Family Interest	Continuous Interest Since Childhood	Family Interest	Interest of Friends	Variations in Interest	Influence of School	Family Interest	Influence of School	Influence of Individuals	Influence of Friends as a Group
All Cases	98	84	84	82	22	28	80	60	28	19
Women	100	80	98	88	28	26	78	62	30	18
Men	96	88	70	76	16	30	82	58	26	19
Single	100	90	74	77	11	19	88	60	28	18
Married	96	78	95	87	34	39	72	60	28	20
Married Men	95	74	65	87	9	30	70	61	26	35
Married Women	97	82	98	87	17	12	74	59	30	5
Single Men	100	95	77	69	23	31	91	50	30	10
Single Women	100	85	93	86	37	37	85	70	26	26
College Graduate	97	70	94	82	26	47	98	80	35	44
Some College and Vocational Training	100	82	89	89	21	21	93	61	39	21
High School Education	100	81	76	66	19	29	81	57	29	9
Grade School Education	88	94	55	72	5	5	28	17	0	5

as more time or more opportunity at one time than another. Twenty-eight per cent admitted that the school they attended might have had some influence. These usually were college people who had developed professional interests in reading periodicals or had been introduced to such magazines as the *Saturday Review of*

Literature. Perhaps it is significant that 10 single women acknowledged school influence and that only 3 married women did. Perhaps the explanation is that school experience is more recent for the single women and that the others have forgotten its influence on their habits. Be this as it may, the influence of schools is not as prominent as might be expected.

The influence of the family on book reading is difficult to determine. Most people, except in the lowest social stratum, admitted that there were books in their parental homes and that their parents had read aloud to them when they were small. They were unwilling, however, to attach much importance to such influences. Even people from families where reading was a matter of prime importance discounted the influence of the family, probably blinded by the fact that their present tastes in reading do not correspond with those of their parents. Married people were especially unwilling to admit the influence of the family, perhaps again because the experience was more remote. Twenty-eight per cent spoke of some individual, usually a teacher or older friend, who had stimulated and directed their reading. Nineteen per cent considered the influence of their friends to be most important. College people especially ranked the influence of friends very high.

It is interesting that only twenty-eight per cent, as shown in Table LII, place the period of maximum interest in reading in adult life, 13 per cent as a novel development and 15 per cent as the culmination of a steady growth in interest. The usual statement was, "When I was a child you couldn't separate me from a book, but now I haven't time." There was plenty of time, however, to listen to the radio or to play cards. The decline of interest in reading following school years seems well established, however, more active interests taking its place. Most people explained their interest in reading or their

TABLE LII

THE DEVELOPMENT OF READING HABITS AND TASTES

GROUPS STUDIED	PERIOD OF MAXIMUM INTEREST				DEVELOPMENT OF TASTE				
	School Years	Adult Life	Steady Growth	None	In School or College	Influence of Individuals	Natural Evolution	No Change	Question
All Cases	55	13	15	17	18	15	24	25	18
Women	50	16	16	18	22	18	18	22	20
Men	60	10	14	16	14	12	30	28	14
Single	70	7	7	16	17	23	17	28	15
Married	40	19	23	18	19	7	31	22	21
Married Men	47	26	19	8	20	11	33	6	33
Married Women	33	12	27	28	21	3	29	41	6
Single Men	77	4	0	19	11	32	27	11	19
Single Women	63	10	14	13	23	14	7	45	11
College Graduate	53	14	23	10	33	22	34	6	5
Some College or Vocational Training	71	14	4	11	25	14	32	11	18
High School Education	66	9	6	19	14	9	14	39	24
Grade School Education	16	22	0	62	0	5	16	61	18

lack of it by saying, "I am just made that way." And probably they are right since obscure personality factors are often very important forces. The lowest educational group is very little influenced by any of the factors above mentioned and also reads very little.

OTHER SOURCES OF NEWS

The radio, movies and conversation provide information about what is going on in the world, as well as news publications. The Hyde Park group, however, does not seem much impressed with the usefulness of these sources of information, according to Table LIII. Conversation is

ranked highest. Indeed only 17 per cent believe that it contributes little or nothing to their knowledge of current events. The single men, perhaps because of their mode of living, are not greatly affected by the radio. The

TABLE LIII

SOURCES OF NEWS OTHER THAN PRINTED MATERIALS

GROUPS STUDIED	RADIO			MOVIES			CONVERSATION		
	Much	Little	None	Much	Little	None	Much	Little	None
All Cases	18	10	72	14	25	61	30	53	17
Women	24	5	71	21	25	54	24	61	15
Men	13	16	71	7	24	69	36	44	20
Single	15	9	76	15	28	57	34	39	27
Married	21	15	64	13	18	69	26	66	8
Married Men	22	30	48	9	30	61	30	57	13
Married Women	21	0	79	17	17	66	21	75	4
Single Men	4	8	88	4	23	73	41	30	29
Single Women	26	11	63	26	33	41	26	48	26
College Graduate	14	3	83	6	23	71	55	35	10
Some College or Vocational Training	21	14	65	18	18	64	39	43	18
High School Education	34	14	52	39	14	47	57	19	14
Grade School Education	38	16	46	16	16	68	11	66	23

single men and women in general seem less interested in talk about news than the married. The better educated people feel on the whole that conversation is an important source of news, but ignore the radio, where the less well educated claim to learn a good deal from the radio and less from conversation.

OTHER ACTIVITIES

Tables LIV and LV list the other activities engaged in by members of the group. Attendance at movies is some-

what less universal than was expected. Thirty per cent, according to Table LIV, claim that they practically never go to the movies. Thirty-four per cent go once a month or less, and only 13 per cent twice a week or more. Occa-

TABLE LIV

IMPORTANCE OF ACTIVITIES OTHER THAN READING

GROUPS STUDIED	ATTENDANCE AT MOVIES				ATTENDANCE AT THEATRE				CARD PLAYING				DANCING				CLUB MEMBERSHIP	ACTIVE INTEREST IN SPORTS	EDUCATIONAL ACTIVITIES
	Very Frequent	Frequent	Occasional	None	Very Frequent	Frequent	Occasional	None	Very Frequent	Frequent	Occasional	None	Very Frequent	Frequent	Occasional	None			
All Cases	13	23	34	30	13	12	39	36	20	41	15	24	4	15	25	56	36	26	14
Women	13	9	45	33	8	10	47	35	19	38	14	29	3	15	25	57	31	20	13
Men	12	37	24	27	18	14	30	38	21	44	16	19	4	15	26	55	40	32	16
Single	13	23	47	17	13	11	56	20	17	26	19	38	8	26	36	30	45	45	19
Married	13	23	21	43	12	13	21	54	23	56	11	10	0	4	14	82	26	6	11
Married Men	13	35	26	26	17	17	21	45	30	61	5	4	0	4	17	79	22	9	13
Married Women	12	12	17	59	8	8	21	63	17	50	17	16	0	4	12	84	29	4	8
Single Men	11	39	23	27	19	11	38	32	11	27	27	35	8	25	35	32	58	54	19
Single Women	15	7	71	7	7	11	75	7	22	26	11	41	7	26	38	29	33	37	18
College Graduate	6	26	23	45	16	18	42	24	12	39	23	26	3	18	29	50	38	14	26
Some College or Vocational Training	11	50	21	18	14	18	32	36	7	47	28	18	7	25	18	50	36	36	25
High School Education	29	34	19	18	5	9	34	52	39	39	3	19	14	14	24	48	39	48	9
Grade School Education	16	16	27	41	5	0	16	79	22	38	14	16	0	0	11	89	16	5	0
Those Reading 12 Books or More	5	27	29	39	14	15	52	19	23	34	19	24	5	22	25	48			
Those Reading from 6 to 11 Books	15	34	40	10	15	25	35	25	5	65	15	15	0	25	25	50			
Those Reading from 1 to 5 Books	21	41	10	28	13	5	35	47	22	24	28	26	5	16	24	55			
Those Reading No Books	13	19	34	34	0	5	24	71	29	53	9	9	9	5	14	72			

sional attendance is more common among the single than among the married, but frequent attendance is about the same among both groups. The men go a little more often than the women, perhaps. College graduates and people of grade school education go very little. The explanation

in the case of the latter group is probably lack of funds. Those who read books a great deal attend the movies slightly less often than those who do not read so much. Those who read no books at all are not movie fans as a rule, for financial reasons, in all probability.

Theatre going is even less common than movie attendance, only 13 per cent going as often as once a week. Thirty-six per cent never go at all. The men are more frequent in their attendance than the women, but the number of each who never attend is the same. The better educated go much more often than the others. It is interesting that those who read most also go to the theatre somewhat more often.

Card playing is a favorite occupation. Sixty-one per cent play more than twice a month. The married play more than the single; college people somewhat less frequently than those of less education. The amount of book reading seems to have little effect on interest in cards, except among those who read no books. Eighty-two per cent of the non-readers play cards frequently as compared with 57 per cent of the heavy readers.

Dancing, in the winter at least, is not as common as might be expected. The single indulge much more often than the married. The poorly educated dance least, probably because that group is largely composed of married people. There is very little relation between the amount of book reading and interest in dancing, except in the case of the group which does no book reading. The explanation probably lies in the composition of the group.

It is surprising that 47 per cent of those questioned almost never listen to the radio, as shown in Table LV. The single are particularly lacking in interest in the radio, probably because of little or no opportunity. There are radios in the Y. M. C. A. and the Eleanor Club, but public radios are not quite as convenient as a radio in the home. The fact should be noted that interest in the radio is in

inverse proportion to the amount of education and of book reading. The radio and cards are apparently the common substitutes for reading.

"Social life" is a loose term used for the number of evenings spent in visiting other people or in entertaining friends. Cards and other activities may of course be a part of the entertainment, but the friendly group is essential. Many of the social relations are complicated by the peculiar living conditions of most of the single people questioned. Their rooms are small and unattractive for the most part, so that they usually spend the evening in the lobby. On the other hand, the casual social life thus afforded often takes the place of more intimate social evenings.

Fifty-two per cent of those studied go out or entertain socially two or more times a week, the single rather more frequently than the married. The better educated are perhaps somewhat less social. The amount of book reading seems to bear little or no relationship to the amount of social life.

Each individual was rated above average, average, or below average as to the amount of prescribed activity and voluntary activity he indulged in. Prescribed activity includes only the essentials of earning a living or housekeeping. Voluntary activity includes courses, theatre, movies, social life, everything but radio and cards which are rather sedentary occupations closely similar to reading. This rating is of course extremely inaccurate, but it may be somewhat indicative of group tendencies.

The research worker rated the women as much busier than the men or else rather more leisured. The explanation may be that she is more impressed from her own experience by the problems of the woman with a house and three or four children to keep in order than by those of the man with a nine to five job. Or the rating may correspond roughly with the facts. Single women are rated as

TABLE LV

IMPORTANCE OF ACTIVITIES OTHER THAN READING (*Concluded*)

GROUPS STUDIED	USE OF RADIO			SOCIAL LIFE			INTEREST IN CHURCH			ESTIMATE OF PRESCRIBED ACTIVITY			ESTIMATE OF VOLUNTARY ACTIVITY		
	Much	Little	None	Much	Little	None	Regular Attendance	Occasional Attendance	Active Work	Very Busy	Somewhat Busy	Leisured	Very Busy	Somewhat Busy	Leisured
All Cases	33	20	47	52	40	8	23	12	14	36	42	22	13	24	63
Women	34	14	52	53	41	6	20	16	16	42	30	28	16	26	58
Men	33	27	40	50	40	10	26	8	12	29	54	17	10	22	68
Single	26	21	53	60	36	4	37	13	24	32	43	25	26	30	44
Married	43	19	38	43	51	6	8	11	4	39	42	19	0	19	81
Married Men	48	22	30	43	57	0	17	4	0	17	65	18	0	26	74
Married Women	38	17	45	43	45	12	0	17	8	62	17	21	0	12	88
Single Men	19	31	50	58	35	7	35	11	23	42	42	16	19	19	62
Single Women	30	11	59	63	37	0	40	15	26	22	44	34	33	40	27
College Graduate	12	32	56	44	55	1	12	3	29	47	41	12	13	32	55
Some College or Vocational Training	39	14	47	53	43	4	39	18	14	46	32	22	15	28	57
High School Education	39	29	32	62	38	0	39	5	9	14	62	24	29	19	52
Grade School Education	66	11	23	61	39	0	0	16	0	27	33	40	0	22	78
Those Reading 12 Books or More	5	14	81	43	57	0				34	43	23	19	33	48
Those Reading from 6 to 11 Books	35	30	35	50	50	0				35	45	20	15	35	50
Those Reading from 1 to 5 Books	28	21	51	44	51	5				39	42	19	13	26	61
Those Reading No Books	76	5	19	56	39	5				34	48	18	14	9	76

somewhat less busy than single men. The tendency to consider the better educated busier than the less well educated may again be a personal bias. It is interesting to note that the differences which are so clear cut in these groups disappear when the ratings are analyzed according to the amount of reading done.

In the estimate of the amount of voluntary activity the single are rated as much more active than the married, the women as more active than the men. The poorly educated are rated very low. The ratings run about the same for the different groups of readers with some tendency for non-readers to be less active than readers. No great significance is claimed for these data. They are subject to every kind of error in judgment and can have no pretence at accuracy. They are presented for whatever slight interest they may possess. It is noteworthy, however, that the only activities in which non-readers exceed readers are card playing and listening to the radio. It would seem that reading is not, by and large, a substitute for active, social ways of passing one's leisure time, but rather one form of quiet mental activity.

No effort is made here to summarize the results of the Hyde Park study. At the conclusion of Chapter VIII the most significant findings of the Hyde Park study and the North Evanston study will be presented as a unit.

CHAPTER VIII

The Reading Habits of One Hundred Seventy Residents of North Evanston, Illinois, as Ascertained in Brief Personal Interviews

Description of Community

The second series of case studies was made in a restricted section of Evanston, a large suburb of Chicago. North Evanston occupies the section of the suburb farthest from the city. It is roughly divided from the rest of Evanston by railroad tracks and the North Shore Channel, forming a fairly independent community. The district has been developed somewhat recently. Indeed, a great deal of building is still in progress. There are almost none of the large old mansions so common in Evanston proper along the lake boulevards, although a new district of fine homes is springing up. On the other hand, there are no slums as most communities know them. The negro section is very unattractive, but the poorer districts for the white people are built up with attractive small houses. Indeed, even the poorest homes, with a few exceptions, are well above the slum level. They are inhabited for the most part by skilled laborers, many of them foreign born. It is not uncommon to find professional people living next door to a Swedish carpenter in a house of similar quality. It is significant that almost every home has a telephone.

The general level of culture is also above the average. Forty per cent of the group studied have had more than high school education. This, however, is 20 per cent lower than the proportion so educated in Hyde Park. The com-

munity is more or less self-conscious and eager to improve itself. It boasts a Mother's Club and a Men's Club of unusually flourishing proportions. There are also literary clubs, bridge clubs, lodges, and many other social organizations. Churches and schools are progressive. There is a branch of the Evanston Public Library in one of the schools. It has just been installed and is rapidly becoming known and used. Many of these institutions, notably the public library, the Mother's Club and the schools, were most helpful to the writer in the present study in making contacts with adults.

Northwestern University is in the north end of Evanston not far from the community studied. Several professors and many individuals who attended lectures at the University were encountered. There is no movie house in North Evanston, no theatre, no dance hall. Such places of recreation are accessible in Evanston and in Chicago, but only at the expense of some effort. Many of the men questioned work in Chicago, especially those in the better educated groups. The artisans are engaged largely in the active building trades in their own district and in Evanston.

This community is certainly not typical of small towns, nor even of suburbs. It was felt, however, that a study of the reading of a group who enjoy unusual advantages might reveal more influences favorable to the development of the reading habit than would a survey of a group in which reading is probably less common.

Selection of Cases

The basis of the selection of cases may be readily described. The names of all parents of first and second grade children in the three public schools were selected. Practically all these individuals received a call. There was a selection within this group owing to the fact that some

were repeatedly out. Two or at most three calls were made at a home. The writer did not observe any consistent tendency to find one type of home empty rather than any other, except that in the very lowest class the wife was more usually at home. In the wealthier homes it was usually possible to make a tentative appointment through the maid when the lady was absent.

Owing to the practical difficulties of getting hold of the men, information concerning their reading was secured largely through their wives. It happened occasionally that the man was at home when the call was made. Occasionally the questionnaire forms were left for him to complete if the wife was uncertain on some point and was sufficiently cooperative to make such a plan feasible. This procedure was certainly not as accurate as might be desired, but the writer believes that the data are more reliable than was at first anticipated. Most of the questions are fairly objective, so that anyone familiar with a reader's habits can answer them. The wives seemed on the whole quite well informed about their in-laws and the early life of their husbands. Many of them had been brought up together in the same community. Replies regarding vocational reading during business hours are confessedly inaccurate. The wife usually "supposes" that her husband reads business periodicals at the office. Estimates of the influence of school and individuals are not very reliable. If the man has spoken of a certain teacher or friend as having influenced him, the information of the wife is probably accurate. Her guess is also worth something, but data secured in this way must be interpreted with great care.

By the method of selection described a fairly representative group of young married people was obtained. The study is restricted to this group. Its composition according to occupation and education is presented in Table LVI.

The results of the interviews are summarized in the

TABLE LVI

COMPOSITION OF THE NORTH EVANSTON GROUP

GROUPS STUDIED	OCCUPATION					IMPRESSION OF ECONOMIC STATUS			EDUCATION				IMPRESSION OF CULTURAL STATUS		
	Professional or Managerial	Housewives	Clerical Workers	Skilled Laborers	Miscellaneous	Above Average	Average	Below Average	College Graduate	Some College or Vocational Training	High School Education	Grade School Education	Above Average	Average	Below Average
All Cases .	17	48	16	13	6	50	22	28	26	14	30	30	52	10	38
Women . .	3	95	2	0	0	51	19	30	21	20	29	30	51	13	36
Men . . .	31	0	30	27	12	49	25	26	31	9	31	29	53	8	39
College Graduate .	44	29	22	10	5	93	7	0	26				98	2	0
Some College or Vocational Training	9	74	13	0	4	91	9	0		14			96	4	0
High School Education	14	50	22	6	8	40	44	16			30		41	29	30
Grade School Education	2	50	6	36	6	2	18	80				30	0	6	94

accompanying tables. All values are expressed as a percentage of the total number of cases in the group.

AMOUNT OF READING

The mode for both newspaper and magazine reading lies between 30 and 60 minutes per day, as shown in Table LVII. This finding corresponds with that for the Hyde Park group. Excessive reading of the paper is more common than much reading of magazines and is more common than such reading in the Hyde Park group (36 per cent as compared with 26 per cent). Twenty-five per cent almost never read newspapers as compared with

9 per cent in Hyde Park. Magazines are more frequently neglected entirely in Evanston. The men spend more time than the women on the newspaper, similar to the findings in Hyde Park, but the proportion of women who spend an hour a day or more on the paper is notably larger in Evanston. The men are more apt than the women to read at odd moments, chiefly on the train.

The women seem to read magazines somewhat more than the men in Evanston. The amount of book reading is somewhat less in the Evanston group than in Hyde Park. It is especially true that a larger proportion, 35 per cent in Evanston as compared with 23 per cent in Hyde Park, have read no books at all in the past six months. The sex differences are not significant in Evanston. There is some tendency perhaps for the women to read more books. It will be recalled that the married women in Hyde Park read slightly more than married men although they were also prone to read no books at all.

The relationship between education and the amount of newspaper reading discovered in Hyde Park prevails also in Evanston. The better educated spend less time on the newspaper than the less well educated.

The findings concerning the amount of magazine reading in proportion to education compare roughly with those for Hyde Park. Those of grade school education only include a large percentage who do not read magazines at all; the other groups do not vary greatly among themselves. The Evanston studies confirm the findings of the Hyde Park studies to the effect that those of high school education read magazines slightly more than do any other group.

College graduates lead in the number of books read. This finding is more striking in Evanston than in Hyde Park. Only 18 per cent in Evanston as compared with 44 per cent in Hyde Park have read less than a book a

month. On the other hand, those with partial college or vocational training read somewhat less than those of comparable training in Hyde Park, although more, of course, than those of fewer educational advantages.

TABLE LVII

THE AMOUNT OF NEWSPAPER AND MAGAZINE READING PER DAY AND THE NUMBER OF BOOKS READ DURING THE PAST SIX MONTHS

GROUPS STUDIED	AMOUNT OF NEWSPAPER READING PER DAY				TIME WHEN READING IS DONE		AMOUNT OF MAGAZINE READING PER DAY				NUMBER OF BOOKS READ IN PAST SIX MONTHS				
	More than 60 Minutes	From 31 to 60 Minutes	From 6 to 30 Minutes	Five Minutes or Less	Odd Moments	Leisure Time	More than 60 Minutes	From 31 to 60 Minutes	From 6 to 30 Minutes	Five Minutes or Less	Those Reading 20 Books or More	From 12 to 20 Books	From 6 to 11 Books	From 1 to 5 Books	No Books
All Cases	36	40	19	5	30	73	15	42	18	25	12	9	15	29	35
Women	30	40	23	7	41	85	18	42	21	19	13	11	14	30	32
Men	42	41	14	3	19	58	13	41	16	30	11	7	16	27	39
College Graduate	15	46	31	8	33	55	17	49	26	8	38	20	24	18	0
Some College or Vocational Training	22	48	30	0	52	74	26	43	26	5	9	9	22	60	0
High School Education	46	44	8	2	38	62	20	57	8	15	4	8	18	39	31
Grade School Education	54	28	12	6	10	96	4	20	20	56	0	2	2	16	80
Those Reading 20 Books or More	14	29	39	18			0	43	39	18					
Those Reading from 12 to 20 Books	18	43	33	6			18	56	26	0					
Those Reading from 6 to 11 Books	16	64	12	8			28	56	16	0					
Those Reading from 1 to 5 Books	18	64	10	8			37	45	16	2					
Those Reading No Books	10	21	17	52			61	22	10	7					

With respect to the amount of newspaper reading done by the different classes of book readers, it should be noted that heavy book readers devote little time to the newspaper. Those who do not read books at all are more inclined to spend a large amount of time on newspapers than the corresponding group in Hyde Park (61 per cent as compared with 39 per cent). The tendency for those who read many books and those who read none at all to read few magazines is also noted in Evanston.

What People Read

The *Chicago Tribune* is the most popular paper in Evanston as well as in Hyde Park, as shown in Table LVIII, but its prestige is not as pronounced, only 63 per cent reading it in Evanston as contrasted with 86 per cent in Hyde Park. The *Daily News* and the *American* are read to about the same degree as in the Hyde Park group. Forty-two per cent read the local paper, the *Evanston News Index.*

There are no very significant sex differences in choice of paper, probably because we are dealing chiefly with married couples whose source of reading material is the same. As in Hyde Park the better educated groups read the *Chicago Tribune* most, and the least educated the *American.* A smaller proportion of college graduates than of less well educated persons take the local paper. Again the college group reads a greater variety of news publications than the less well educated, but not to such an extent as in Hyde Park.

The magazines read were classified as described in Chapter VII. Table LVIII shows that the popularity of the different types is about the same as in Hyde Park. The smaller proportion of those reading the "F" type (13 per cent in Evanston as compared with 20 per cent in Hyde Park) is probably less an index of the superior

taste of the Evanston group than an indication that the poorly educated do not read even these magazines. Their standing is lower than that of the comparable Hyde Park group on all types of magazines, and the better educated claim that they do not read the "F" magazines at all.

TABLE LVIII

TYPES OF NEWSPAPERS AND MAGAZINES READ

GROUPS STUDIED	NEWSPAPER READ					TYPE OF MAGAZINE READ					
	Tribune	Daily News	Evanston News Index	American	Miscellaneous	A	B	C	D	E	F
All Cases . .	63	44	42	20	28	32	26	36	20	45	13
Women . . .	66	50	48	20	27	35	4	67	20	41	15
Men	59	47	55	21	28	28	49	14	20	48	10
College Graduate	88	35	33	2	46	66	42	31	11	46	0
Some College or Vocational Training . .	91	43	61	0	35	61	30	74	17	69	0
High School Education . .	72	68	46	12	24	20	22	54	30	58	12
Grade School Education .	16	46	72	56	12	0	12	22	18	20	32

The educational groups distribute themselves with respect to interest in magazines much as they did for the Hyde Park group. The better educated read more of the cultural and professional magazines; the poorly educated read more of the all-fiction periodicals.

The greater interest of men in the "E" type of magazine is somewhat less conspicuous than in Hyde Park. The smaller interest of the Evanston women as compared with the married Hyde Park women in professional magazines is probably due to their lack of business or professional connections. They are somewhat more interested

in women's magazines, which are in a sense their trade journals. Sixty-seven per cent read them as compared with 54 per cent of the married women in Hyde Park.

Parts of the Paper Preferred

Concerning the parts of the paper usually read, Table LIX shows that for the Evanston group the news is by far the most important item, especially the front page news. Twenty-seven per cent seldom concern themselves with news items inside the paper. As in Hyde Park, the men are slightly more faithful in reading the news than the women. Educational differences are slight and inconsistent.

The comic section is much less popular in Evanston than in Hyde Park, according to the reports. Thirty-one per cent in Evanston never read it as compared with 13 per cent in Hyde Park. The college graduates are especially scornful of the comic section. This finding is related perhaps to their superior interest in books. Possibly they are genuinely more "high brow" than their Hyde Park fellows. Possibly, too, they are more self-conscious about it, or less willing to admit interests they consider not quite the thing. The fact that a smaller proportion of the grade school group reads the "funnies" makes a more fundamental explanation desirable. The best "funnies" are in the *Chicago Tribune,* which is not so widely read in Evanston. And perhaps the widespread interest in "funnies" in Hyde Park is a peculiar instance of group psychology. Judging from personal experience, the writer would consider Chicago really unusual in its devotion to the comic section.

The Evanston men read editorials more than the women, as shown in Table LIX, but slightly less than the men of Hyde Park. Interest in editorials is closely related to the amount of education the reader has. Sporting news

is again of interest chiefly to the men. The suggestion that college graduates are interested but not assiduous readers of these pages seems to be confirmed here.

The women, especially the uneducated women, are

TABLE LIX

PARTS OF NEWSPAPER USUALLY READ

GROUPS STUDIED	DEGREE OF INTEREST	FRONT PAGE	NEWS ITEMS INSIDE PAGE	EDITORIALS	SPORTS	ADVERTISEMENTS	COMICS	HOME PAGE	FINANCIAL SHEETS
All Cases	Much	83	33	37	34	21	44	32	10
	Little	14	40	31	22	25	25	23	14
	None	3	27	32	44	54	31	45	76
Women	Much	79	26	31	5	18	46	49	0
	Little	18	37	27	22	28	21	20	1
	None	3	37	42	73	54	33	31	99
Men	Much	87	39	43	64	23	41	15	19
	Little	11	43	35	21	21	28	25	30
	None	2	18	22	15	56	31	60	51
College Graduate	Much	82	22	55	20	13	13	2	13
	Little	13	49	26	35	22	42	22	22
	None	5	29	19	45	65	45	76	65
Some College or Vocational Training	Much	78	26	52	30	13	48	35	9
	Little	22	35	43	22	30	26	17	9
	None	0	39	5	48	57	26	48	82
High School Education	Much	90	36	38	43	16	65	33	12
	Little	10	41	39	22	37	20	21	20
	None	0	23	23	35	47	15	46	68
Grade School Education	Much	78	42	14	40	34	66	58	4
	Little	18	34	20	8	12	12	26	8
	None	4	24	66	52	54	22	16	88

much more interested in the "home page" than the men, as one would expect. The men in Evanston read the financial section somewhat more than in Hyde Park, but this finding is probably due to the special inquiry as to their reading of the financial news which was made

throughout the Evanston study, but which was neglected in the early part of the Hyde Park study. Educational differences here are not large and are inconsistent.

Parts of Magazine Preferred

Table LX suggests that Evanston people read a little of everything in magazines. They are less interested in

TABLE LX

Parts of Magazine Usually Read

Groups Studied	Degree of Interest	Short Stories	Serial Stories	Advertisements	Articles on General Subjects	Articles on Work or Hobby
All Cases	Much	52	35	50	46	58
	Little	22	14	19	28	12
	None	26	51	31	26	30
Women	Much	59	47	58	51	67
	Little	26	14	16	28	11
	None	15	39	26	21	22
Men	Much	44	23	42	41	49
	Little	18	14	21	27	12
	None	38	63	37	32	39
College Graduate	Much	40	22	42	73	64
	Little	35	15	33	22	15
	None	25	63	25	5	21
Some College or Vocational Training	Much	48	48	82	78	95
	Little	48	22	13	17	0
	None	4	30	5	5	5
High School Education	Much	71	59	65	47	73
	Little	16	18	16	37	14
	None	13	23	19	16	13
Grade School Education	Much	44	20	26	8	22
	Little	4	6	12	28	12
	None	52	74	62	64	66

short stories than the Hyde Park group, and read serial stories a little more. Less interested in advertisements

and general articles, they read slightly more about their work or hobby. The women are more prone to read stories, especially serial stories, than the men, as is the case in Hyde Park. They also read more about their work. The better educated are more apt to read articles on general subjects than the poorly educated and to read about their work.

Type of Book Usually Read

Concerning books, fiction leads the list, as shown in Table LXI, which was true also in Hyde Park. The women read novels somewhat more often than the men. People of all degrees of education read fiction except the grade school group which reads practically nothing at all, even less than the comparable group in Hyde Park.

Biography holds second place in Evanston as it did in Hyde Park. Poetry is also relatively popular. Reading concerning their vocation is relatively frequent, especially among the men, although 68 per cent never read books relating to their work. Seventy-six per cent of the women read no books either on household management or on child training. Their information on these subjects comes largely from magazines and newspapers. The better educated naturally do more professional reading.

In general the types of books read by the women are somewhat more varied than those read by the men. As in Hyde Park, the better educated read more forms of literature than the less well educated.

Reading Practices

Table LXII shows that the Evanston group reads its newspaper very thoroughly. Forty-four per cent read almost everything as compared with 23 per cent in Hyde Park. The men here as in Hyde Park are more thorough

than the women; the less well educated than those of college training.

The other data obtained in Chicago on reading prac-

TABLE LXI

TYPES OF BOOKS USUALLY READ

GROUPS STUDIED	DEGREE OF INTEREST	FICTION	BIOGRAPHY	POETRY	ESSAYS	DRAMA	HISTORY	TRAVEL	SCIENCE	RELIGION AND PHILOSOPHY	VOCATION	MISCELLANEOUS
All Cases . . .	Much	58	13	5	1	4	7	9	5	8	18	2
	Little	6	25	17	8	6	11	17	5	10	10	6
	None	36	62	78	91	90	82	74	90	82	72	92
Women . . .	Much	70	13	6	1	7	7	8	3	13	13	3
	Little	2	28	20	10	6	11	19	1	14	11	5
	None	28	59	74	89	87	82	73	96	73	76	92
Men	Much	47	13	3	0	1	7	9	7	3	23	0
	Little	9	22	15	5	5	10	14	9	7	9	7
	None	44	65	82	95	94	83	77	84	90	68	93
College Graduate .	Much	75	24	9	2	13	17	20	17	15	35	0
	Little	9	49	38	17	13	26	35	11	24	22	15
	None	16	27	53	81	74	57	45	72	61	43	85
Some College or Vocational Training	Much	69	22	9	0	0	4	13	0	0	30	4
	Little	17	30	30	9	4	9	22	4	22	13	4
	None	14	48	61	91	96	87	65	96	78	57	92
High School Education	Much	79	12	4	0	2	2	4	0	6	8	4
	Little	4	24	6	6	0	8	10	4	4	10	2
	None	17	64	90	94	98	90	86	96	90	82	94
Grade School Education . . .	Much	16	4	0	0	0	4	2	2	8	6	0
	Little	0	4	4	0	4	2	2	2	0	0	2
	None	84	92	96	100	96	94	96	96	92	94	98

tices were not included in the questionnaire used in Evanston. It took a great deal of time to cover those points and the accuracy of the reports was so seriously open to question that it was thought best to omit them from this report.

TABLE LXII

METHOD OF READING THE NEWSPAPER

GROUPS STUDIED	GLANCES AT HEADINGS	READS FRONT PAGE	READS ABOUT SPECIAL INTERESTS	READS ALMOST EVERYTHING	NO PLAN
All Cases	22	27	33	44	7
Women	28	26	28	39	8
Men	16	28	38	49	6
College Graduate . .	35	35	38	24	2
Some College or Vocational Training . .	30	39	35	30	9
High School Education	14	37	48	48	2
Grade School Education	16	6	14	64	16

SOURCE OF BOOKS

As shown in Table LXIII, purchase is the most common way of securing books in the Evanston group, 58 per cent buying them with considerable frequency. This is slightly above the corresponding figure for Hyde Park. The better educated are more likely to buy books than the poorly educated. Nevertheless purchase ranks highest in all groups. The public library is used by about the same proportion as in Hyde Park (33 per cent). Rental libraries are not used as frequently. Borrowing is much more common in Hyde Park than in Evanston. Fifty-three per cent in Hyde Park make use of their friends' books as compared with 32 per cent in Evanston. College people are inveterate borrowers in both places. In Hyde Park the single women raised the percentage that borrow very high. This group was not included in the Evanston study.

SELECTION OF BOOKS

Table LXIII also presents facts relating to the selection of books. As in Hyde Park, the group in Evans-

ton read what their friends recommend. This applies especially to the women. Fewer people in Evanston read a book just because it happens to be handy, or are willing to admit it. Book reviews are consulted by the

TABLE LXIII

SELECTION AND SOURCES OF BOOKS

GROUPS STUDIED	SELECTION OF BOOKS							SOURCES OF BOOKS					
	Book Reviews	Recommendation of Friends	Author	Subject	Recommendation of Club	Convenience	Miscellaneous	Purchased	Borrowed	Gift	Rental Library	Public Library	Miscellaneous
All Cases	29	54	23	20	5	30	2	58	32	24	6	33	6
Women	34	63	28	13	8	29	1	58	35	30	9	40	5
Men	24	46	18	27	3	32	3	58	29	19	2	26	7
College Graduate	70	86	49	44	13	13	4	82	60	40	13	46	20
Some College or Vocational Training	30	87	13	26	9	52	0	95	39	48	4	39	0
High School Education	22	61	24	8	4	57	2	64	27	26	6	45	2
Grade School Education	0	6	4	6	0	10	2	10	10	0	0	6	2

same percentage in Evanston as in Hyde Park and are used most often by the college group.

MOTIVES FOR READING

The data obtained concerning the motives for reading must be considered with caution. It is almost impossible to determine real motives during a brief interview. Table LXIV summarizes the statements concerning motives for reading newspapers. General interest in news is placed first by all groups except those having grade school education and recreation is placed second as in Hyde Park.

This motive includes both the motive so designated in the Hyde Park study and also the motive there called "something to pass the time." With this difference the figures for Evanston almost parallel those for Hyde Park, showing that recreation as a motive decreases in importance as the amount of education increases.

TABLE LXIV

MOTIVES FOR NEWSPAPER READING

GROUPS STUDIED	RECREATION			INFORMATION ABOUT WORK			INTEREST IN THE NEWS			SELF-IMPROVEMENT			CONVERSATIONAL PURPOSES			HABIT		
	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None
All Cases . .	55	16	29	21	13	66	75	14	11	5	10	85	19	13	68	17	8	75
Women . .	55	13	32	19	19	62	68	19	13	7	13	80	16	13	71	14	8	78
Men . . .	55	18	27	22	6	72	82	10	8	3	7	90	22	13	65	20	8	72
College Graduate . . .	35	20	45	13	9	78	95	4	1	7	15	78	40	13	47	3	11	86
Some College or Vocational Training .	35	26	39	30	13	57	87	9	4	9	13	78	4	30	66	13	4	83
High School Education .	67	20	13	30	9	61	79	16	5	4	13	83	20	12	68	10	8	82
Grade School Education .	72	4	24	14	14	72	52	24	24	4	0	96	10	6	84	36	10	54

Reading newspapers "to secure information about work" presents some peculiarities, when analyzed in terms of the amount of education possessed by the readers. In Hyde Park this motive ranks relatively high among college and grade school people; in Evanston it ranks relatively low among the same groups. The differences are not especially large and may be purely chance variations. However, it seems likely that the greater interest of the Chicago women in the "home page" gives a clue to a real explanation. The Evanston women of the grade school group are for the most part foreign. Their own ritual of housework is well established. They are

less likely, therefore, to be interested in the modern recipes of the newspaper, and most of them are too stout to be interested in American fashions.

"Self-improvement" is nowhere admitted as an important motive for reading the paper. This corresponds to the findings for "sense of duty" in Hyde Park. Whether people really do not read with a conscious purpose to improve, or are unwilling to admit it, or are unconscious of the motive, the results are clear cut for this study.

"For conversational purposes" is mentioned more frequently in Evanston as a motive than among the married men and women in Hyde Park. Forty per cent of the college graduates consider this an important motive, which is far more than the corresponding per cent for Hyde Park. This finding is perhaps related to the greater amount of book reading claimed by college graduates in Evanston and to their more active social life.

"Habit" is considered an important motive by more men than women and by the uneducated more than by the educated. It is difficult to estimate the force of this motive. The results are, therefore, only suggestive.

Table LXV presents the data obtained concerning motives for magazine and book reading. As in Hyde Park, magazines and books are read largely for recreation. This motive is mentioned with greatest frequency by women and by the less well educated groups. The low standing of the grade school group on this motive simply means that few of its members read enough to have any motives at all. "Information about work" is mentioned more frequently in Evanston than in Hyde Park (41 per cent as compared with 22 per cent).

In Hyde Park the better educated rank this motive high, whereas the less well educated do not. In Evanston the same tendency prevails, but to a lesser extent. Probably the difference in character of the group of women is responsible for this variation. The data for married men

are strictly comparable in the two groups. Reading for general information, however, is more common in Evanston. The differences obtaining among the various educational groups are not quite as pronounced as in Hyde

TABLE LXV

MOTIVES FOR MAGAZINE AND BOOK READING

GROUPS STUDIED	RECREATION			INFORMATION ABOUT WORK			GENERAL INFORMATION			INFORMATION ABOUT HOBBY			SELF-IMPROVEMENT			CONVERSATIONAL PURPOSES			HABIT		
	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None	Much	Little	None
All Cases . .	67	10	23	41	18	41	22	32	46	5	3	92	4	8	88	6	7	87	1	2	97
Women . .	74	11	15	41	21	38	31	24	45	8	3	89	5	10	85	8	10	82	1	2	97
Men . . .	59	7	34	40	16	44	12	40	48	1	3	96	3	5	92	3	3	94	0	1	99
College Graduate	68	13	19	53	11	36	40	44	16	7	7	86	7	13	80	9	9	82	0	2	98
Some College or Vocational Training .	74	26	0	69	13	18	35	57	8	9	4	87	9	13	78	9	13	78	0	0	100
High School Education .	81	8	11	34	27	39	16	15	69	4	2	94	2	8	90	6	11	83	2	4	94
Grade School Education .	46	2	52	14	14	72	4	6	90	0	0	100	0	2	98	0	0	100	2	0	98

Park, but the general tendency is the same. Other motives are placed low, as they were in Hyde Park.

INFLUENCES AFFECTING NEWSPAPER READING

As in Hyde Park, newspaper reading is almost universal among the individuals studied and the readers claim in the vast majority of cases that their parents also read the paper as shown in Table LXVI. Exceptions occur largely in the group having grade school education. This is probably due to the fact that many of these people came from remote parts of Europe where newspapers are infrequent and illiteracy is prevalent. Seventy-five per cent of the individuals studied began reading

the paper very early in life and have continued the practice with slight variations ever since. More women than men took up the habit later in life, usually after marriage. The less well educated apparently began reading the paper later as a group than the better educated groups. Again the explanation lies partly in the racial

TABLE LXVI

INFLUENCES AFFECTING NEWSPAPER READING

GROUPS STUDIED	FAMILY INTEREST			BEGINNING OF READING				INTEREST OF FRIENDS				EASY ACCESSIBILITY OF PAPER	LARGE AMOUNT OF SPARE TIME
	Average or More	Less than Average	Practically None	School Years	Adult Life	Used to Read More Often	Never Reads Papers	Average or More	Less than Average	Practically None	Unknown		
All Cases	90	1	9	75	11	6	8	65	11	11	13	98	20
Women	88	0	12	68	18	4	10	62	11	14	13	98	7
Men	93	1	6	81	5	7	7	70	10	7	13	98	43
College Graduate .	91	2	7	75	4	11	10	46	22	20	12	100	46
Some College or Vocational Training .	95	0	5	82	9	0	9	65	13	9	13	100	26
High School Education	96	0	4	57	19	11	13	75	8	4	13	100	25
Grade School Education	86	0	14	57	24	3	16	68	6	10	16	96	6

composition of this group. If they had no opportunity to read the paper in early life, most of them have more than made up for it now, since they spend a large part of their leisure time in reading.

Their friends read the paper, too, or at least so most of the adults studied "suppose." Thirteen per cent were unwilling to commit themselves even as far as this. As would be expected, the friends of the women read less than the friends of the men, just as the women themselves read less. Also the friends of college graduates are more

moderate in their reading of the paper than the friends of the other educational groups.

Almost all the members of the North Evanston group subscribe for at least one paper, so that the problem of accessibility of the paper does not apply. The amount of spare time on street cars or trains undoubtedly has some influence on the amount of reading done. For example, the college graduates and the men have more spare time because a far greater proportion of them work in the city and spend two hours each day on the train. It was very general to find that these men did almost all their reading of the paper on the train.

Influences Affecting Magazine Reading

Table LXVII presents data which agree with the findings on magazine reading for the Hyde Park group. Such reading is a very general custom. The relatively lower incidence of family interest in the magazine (62 per cent in Evanston and 84 per cent in Hyde Park) may be ascribed in part to the larger proportion in the grade school group in Evanston. Furthermore, the explanation is at least partly racial. The lower standing of men on this point as compared with women is hard to explain. It will be recalled that information about the reading habits of the men was obtained largely through their wives. It has been pointed out also that this method of obtaining information is unreliable, especially with reference to early influences. Any general sex differences reported may be due, therefore, to error in report.

Friends of those questioned read the magazines somewhat less than was true in Hyde Park. Twenty-seven per cent in Evanston believe that their friends seldom read magazines, as compared with 18 per cent in Hyde Park. This difference may be ascribed to the larger group composed of people of grade school education only. Sixty-two

per cent of this group in Evanston as compared with 28 per cent in Hyde Park claim that their friends do not read magazines. This finding corresponds with the smaller amount of magazine reading done by this group in Evanston.

Magazine reading is usually begun very early, though not as consistently so as newspaper reading. More of the

TABLE LXVII

INFLUENCES AFFECTING MAGAZINE READING

GROUPS STUDIED	INTEREST OF FAMILY			INTEREST OF FRIENDS				BEGINNING OF INTEREST			INFLUENCE OF SCHOOL	EASY AVAILABILITY	PREFERENCE FOR BOOKS	NO PREFERENCE
	Average or More	Less than Average	Practically None	Average or More	Less than Average	Practically None	Unknown	School Years	Adult Life	Never				
All Cases	62	4	34	51	14	27	8	60	21	19	20	84	42	19
Women	71	1	28	58	9	27	6	73	14	13	21	86	50	11
Men	54	6	40	45	19	27	9	47	28	25	20	80	35	28
College Graduates	86	2	12	64	22	9	5	73	22	5	40	98	15	0
Some College or Vocational Training	91	0	9	78	22	0	0	87	13	0	30	100	65	0
High School Education	75	4	21	70	17	4	9	60	20	20	16	86	76	10
Grade School Education	56	4	40	16	14	62	8	22	26	52	4	48	26	58

men are reported to have developed an interest in magazines since marriage. As in Hyde Park, the influence of school is considered unimportant. In both studies the better educated feel that the school has contributed more to their reading than do the less well educated. Magazines are equally available through subscription to all groups except to those of grade school education. This is due in part to lack of interest in magazines on the part

of the last mentioned group and in part to their inability to afford the extra expense.

Fifty-eight per cent of the group prefer to read magazines rather than books. The reasons given are greater convenience, "more for your money," easy availability, and lack of time for connected reading. Nineteen per cent are rated as having no preference, since they read neither books nor magazines. The sex difference is probably due to the larger proportion of men who read neither books nor magazines. The effect of educational differences is clear cut. The better educated prefer books, the less well educated prefer magazines when they read anything at all.

Influences on Book Reading

The background of the individual, both in early life and at the present time, is of great importance in determining his reading interests. Each person was questioned briefly concerning several features of this background, such as early opportunities for reading, his schooling, the reading of his friends. The information obtained is tabulated in Tables LXVIII and LXIX, but the writer presents these results with some diffidence. It is not easy to discover the present reading interests of an individual. It is very difficult indeed to secure accurate information on points which involve the person's memory of his early experiences, his notion of what his friends read, and his analysis of the influences which have been important in his life. Information on these points is especially unreliable for the men since it was obtained largely through their wives.

Early Influences

Table LXVIII presents the data on early influences. Forty-four per cent of those questioned felt that their

childhood homes provided at least an average number of books. The homes of the better educated were more liberally supplied with books. The statements of the group

TABLE LXVIII

EARLY INFLUENCES ON BOOK READING

GROUPS STUDIED	BOOKS IN HOME			HOME ENCOURAGEMENT			INFLUENCE OF SCHOOL			INFLUENCE OF COLLEGE			READING OF CHILDHOOD FRIENDS			AMOUNT OF CHILDHOOD READING			PUBLIC LIBRARIES AVAILABLE IN CHILDHOOD
	Average or More	Less Than Average	Practically None	Much	Little	Practically None	Much	Little	Practically None	Much	Little	Practically None	Average or More	Less Than Average	Practically None	Much	Little	Practically None	
All Cases .	44	18	38	38	17	45	21	7	72	68	12	20	33	23	44	40	15	45	35
Women .	48	19	33	43	16	41	21	9	70	67	9	24	41	22	37	50	15	35	41
Men . .	40	17	43	33	19	48	21	5	74	70	14	16	26	24	50	31	15	54	30
College Graduate	78	7	15	68	7	25	44	12	44	80	9	11	64	20	16	75	7	18	62
Some College or Vocational Training	61	26	13	48	22	30	26	9	65	48	9	43	43	30	27	43	13	44	43
High School Education	41	29	30	37	18	45	18	6	76				31	35	34	41	11	48	32
Grade School Education	10	12	78	8	6	86	2	4	94				4	12	84	10	12	78	12
Those Reading 20 Books or More .	71	9	20				43	9	48							76	5	19	71
Those Reading from 12 to 19 Books .	94	0	6				43	0	57							87	6	7	43
Those Reading from 6 to 11 Books .	76	12	12				36	16	48							72	8	20	60
Those Reading from 1 to 5 Books .	38	30	32				14	8	78							30	18	52	36
Those Reading No Books .	10	10	80				7	1	92							12	10	78	10

concerning the amount of reading done at present are interesting. In general those who read most were most often surrounded by books in childhood. However, a

smaller proportion of those who now do an unusually large amount of reading had books in the home than of those whose reading, though extensive, is a little more moderate in amount. This exception may be due to chance alone, as we are dealing here with a very small number of cases (twenty-one). Or it may be that personality factors play an important rôle in excessive reading, overbalancing to some degree the sociological factors which are usually important.

Thirty-five per cent of the group could get hold of books easily from a public library in their childhood. Not all of them did so with any great frequency, since all were included who made even occasional use of the library. The sex difference is probably not significant and may be attributed largely to error in report. At least confirmation would be needed before it could be considered significant. Those of better education used the library more in childhood than those less well educated. It is also interesting to note the close relationship between the childhood use of the public library and present reading interests. The exception in the group reading from 12 to 19 books a month may be a chance variation, there being only 16 cases in this group, or it may bear some relationship to the large proportion of the group who had adequate book facilities at home.

The subjects were asked concerning the efforts made by their parents to interest them in books through such means as reading aloud, gifts, verbal encouragement or rewards, or by a particularly shining example. Such efforts are fairly frequent, 38 per cent of all cases, and occur especially in the homes of the better educated classes.

The influence of school is minimized, even more than in Hyde Park. In Evanston the statement of each individual was recorded without question, and no attempt was made to refresh his memory of the more subtle in-

fluences of schooling. Probably this difference in technique accounts in a large measure for the difference in results. It is possible, too, that the Evanston group, especially the foreign element, received a less stimulating type of education than the Hyde Park group. It is a noteworthy fact that the better educated prize their schooling more highly. Even in this group the subjects often consider the influence of college much more important than the influence of school. Only 21 per cent attach importance to the influence of early schooling, whereas 80 per cent feel that the college had a positive influence on their reading. Those who read most tend also to attribute most influence to their schooling.

Thirty-three per cent feel that their childhood friends read at least an average amount. Again the better educated more frequently claim that their friends read. Indeed, the small amount of influence of friends is due largely to the reports of those having grade school education only, 84 per cent claiming that their childhood friends hardly read at all. The sex difference is probably due largely to error in report.

The amount of reading done in childhood follows the same tendencies as the reading of childhood friends. Forty per cent feel that they read a great deal. The women especially report that they read extensively which harmonizes with the fact that girls usually read more than boys. This difference may be due in part simply to the shortcomings of the technique employed. The effects of educational differences are again plain and follow expectation. Similarly those who read most now, read most as children. Again the upper groups form an exception. Possibly the group of those reading from 12 to 19 books a month happens to have had an unusually superior background. Additional cases would be necessary to determine whether the differences found are really significant.

Present Influences on Book Reading

Table LXIX presents data concerning the influences which may be active at the present time. The period of maximum interest in reading is not as definite as in

TABLE LXIX

Later Influences on Book Reading

Groups Studied	Period of Maximum Interest				Influence of Individuals			Reading of Siblings			Reading of Friends Now			Facilities for Getting Books				Probable Increase of Reading If More Time Were Available
	Childhood	Adult Life	Steady Growth	Never	Much	Little	None	Much	Little	None	Much	Little	None	Good	Fair	Poor	Unknown	
All Cases	21	21	21	37	23	4	73	36	19	45	40	15	45	45	18	18	19	59
Women	31	18	20	31	27	1	72	48	9	43	45	16	39	53	18	23	6	69
Men	11	24	21	44	18	7	75	24	28	48	36	15	49	36	19	15	30	48
College Graduates	22	44	27	7	49	11	40	66	12	22	82	11	7	58	38	4	0	95
Some College or Vocational Training	30	29	19	22	22	9	69	55	10	35	57	22	21	57	22	21	0	82
High School Education	30	20	18	32	19	4	77	36	15	49	31	26	42	45	19	36	0	55
Grade School Education	10	8	2	80	4	0	96	10	25	65	6	8	86	8	8	32	52	20
Those Reading 20 or More Books					52	5	43	62	9	29	95	0	5					
Those Reading from 12 to 19 Books					75	6	19	75	6	19	81	19	0					
Those Reading from 6 to 11 Books					36	4	60	56	16	28	68	14	18					
Those Reading from 1 to 5 Books					16	0	84	30	18	52	24	10	66					
Those Reading No Books					1	0	99	12	1	87	9	7	84					

Hyde Park. Most of the people questioned in Hyde Park placed it in childhood. In Evanston they place it about equally in childhood and in adult life. An equal number

feel that their interest has had a steady growth. A larger group were "never interested." The sex difference is again too doubtful to be significant. The differences between the various educational groups are not very large or consistent, excepting the complete lack of interest manifested by those of grade school education.

The cases in which some individual, such as a teacher, parent or friend, has had an important influence on reading interests occur about as frequently in Evanston as in Hyde Park. Again those of better education are more likely to have come under the influence of such a person. Those who read most now, acknowledge more frequently such an influence, with the exception noted above, namely the group reading from 12 to 19 books a month.

Brothers and sisters read a good deal in 36 per cent of the cases. The families of the better educated are doing more reading now, too, than those of the less well educated; and the brothers and sisters of those who read much now, also read more than the average.

Forty per cent of the group believe that their friends read a good deal now. College graduates are particularly sure of this. Eighty-two per cent of them recognize the significance of this influence. Only six per cent of the grade school group, on the other hand, have friends who read much. Those who read most are those whose friends also read.

What effect do the facilities for securing books have upon reading? The question is too complicated for adequate consideration from the data at hand, but the tendency is for the better educated and those who read the most to report that books are readily available. Most of the grade school group have never felt the need of books and therefore do not know what facilities are available to them.

It is interesting that those who read the most now

and the better educated group believe that they would read still more extensively if additional time were available. On the other hand, eighty per cent of the grade school group state frankly that they would be no more interested in books if they had more leisure time.

General Facts Relating to the Influence of Background

It has been shown that those who read the most have also been subjected most frequently to the influences which usually develop reading habits; namely, bookish families, good schooling, public library facilities, bookish friends. There is undoubtedly a close relationship between these factors and the amount of reading which an individual does. Is the relationship a casual one? What influences are most important in determining how much an individual shall read? The present study does not answer these questions. Perhaps a study of the reading of individuals within social groups would throw light on these questions. For such treatment many more cases would be needed. The consistent irregularity of the group of moderately extensive readers so often noted above is also a challenge to further research.

Other Sources of News and Opinion of Newspapers

Table LXX indicates that in Evanston the radio is considered a more important source of news than in Hyde Park. This finding correlates with the more extensive use of the radio in the former community. As in Hyde Park the lower educational groups use the radio most often as a source of news. The movies are never considered very important for news information in Evanston. Also the people of Evanston are less assidu-

ous in their attendance at movies, as will be shown later. Conversation is ranked high by many people in both groups. In Evanston the tendency for the better educated rather than the uneducated to consider conversation an important source of news is very pronounced, whereas in Hyde Park it is somewhat less marked.

Each individual was asked whether he considered the newspaper reliable, and each one answered in his own

TABLE LXX

SOURCES OF NEWS AND OPINIONS OF NEWSPAPER

GROUPS STUDIED	RADIO			MOVIES			CONVERSATION			OPINION OF RELIABILITY OF NEWSPAPER				AGREEMENT WITH POINT OF VIEW OF NEWSPAPER			
	Much	Little	None	Much	Little	None	Much	Little	None	Very Reliable	Qualified Judgment	Somewhat Unreliable	Never Thought of It	Usually in Agreement	Some Influence	Practically No Influence	Never Thought of It
All Cases	39	14	47	2	24	74	41	36	23	30	28	29	13	34	20	33	13
Women	37	13	50	2	23	75	33	37	30	30	35	22	13	37	20	29	14
Men	41	15	44	1	25	74	49	35	16	31	21	37	11	31	19	36	14
College Graduate	15	20	65	0	11	89	75	20	5	15	46	39	0	9	9	82	0
Some College or Vocational Training	22	39	39	4	17	79	52	39	9	17	39	44	0	35	13	48	4
High School Education	45	12	43	4	32	64	43	47	10	35	55	10	0	45	29	24	2
Grade School Education	62	0	38	0	32	68	2	38	60	46	12	6	36	48	4	14	34

manner. The replies were classified according as they tended toward an affirmative, a negative, or a neutral answer. A separate group was formed of those who had never thought of the question before and declined to express an opinion. There is a very definite tendency for skepticism as to the reliability of newspapers to increase with the amount of education.

Similarly each person was asked whether he was

usually in agreement with the point of view of his favorite paper on political, social and other current issues. The purpose of this question was to determine what influence, if any, newspapers have on opinion. The replies to this question were very different. At one extreme people said they thought "the *Chicago Tribune* is always right," while at the other they claimed that the paper had no influence whatever on their opinion. There were all degrees of intermediate positions. There is still another group of people who have no opinion on such issues, and since they seldom read editorials, have little notion of the point of view of their paper. There is a marked tendency for independence of opinion to increase with the amount of education.

Other Activities

Tables LXXI to LXXIII present data relative to other activities indulged in by the people questioned. Table LXXI shows that excessive attendance at movies (twice a week or more) is much less common in Evanston than in Hyde Park (1 per cent as compared with 13 per cent). However, frequent attendance (more than once a month and less than twice a week) is more common, so that the total number of those never attending the movies is only slightly less than in Hyde Park (26 per cent as compared with 23 per cent). The less well educated attend the movies more frequently than those of better education. Those who read few books are more likely to go often than those who read many books. This finding is reversed for theatre going. Attendance is more frequent among the educated classes. Twenty-four per cent of those who read 20 books or more attend the theatre once a week or more! Evidently wide readers are not all stay-at-homes.

Dancing is somewhat less common in Evanston than

in Hyde Park, probably because the group studied is composed of married people only. Any educational differences are in favor of the college groups. Those who

TABLE LXXI

ACTIVITIES OTHER THAN READING

GROUPS STUDIED	ATTENDANCE AT MOVIES				ATTENDANCE AT THEATRE				DANCING				CARD PLAYING			
	Very Frequent	Frequent	Occasional	None	Very Frequent	Frequent	Occasional	None	Very Frequent	Frequent	Occasional	None	Very Frequent	Frequent	Occasional	None
All Cases	1	41	32	26	2	13	30	55	2	9	11	78	23	35	8	34
Women	3	39	29	29	3	13	30	54	2	11	13	74	26	42	7	25
Men	0	43	35	22	2	13	29	56	2	7	9	82	20	29	10	41
College Graduate	0	22	51	27	11	13	44	32	2	20	26	52	26	55	13	6
Some College or Vocational Training	0	22	48	30	0	26	52	22	4	17	9	70	26	61	9	4
High School Education	2	45	33	20	0	14	27	59	4	10	10	76	36	37	2	25
Grade School Education	2	56	12	30	0	4	8	88	2	8	6	84	12	24	8	56
Those Reading 20 Books or More	0	14	48	38	24	5	39	32	5	14	19	62	24	57	13	6
Those Reading from 12 to 19 Books	0	31	50	19	0	12	56	32	0	12	37	51	18	68	7	7
Those Reading from 6 to 11 Books	0	20	52	28	0	24	36	40	0	40	16	44	16	48	12	24
Those Reading from 1 to 5 Books	2	49	39	10	0	20	49	31	4	21	14	61	47	33	4	16
Those Reading No Books	0	61	17	22	0	4	7	89	7	4	0	89	16	28	7	49

read a great deal are not far behind non-readers in their interest in dancing.

Card playing is about as frequent as in Hyde Park.

Twenty-three per cent of the group play cards twice a week or more. The women play somewhat more than the men, and the well educated more than the other groups, although very frequent playing is done usually by those

TABLE LXXII

ACTIVITIES OTHER THAN READING (*Continued*)

GROUPS STUDIED	ATTENDANCE AT LECTURES				ATTENDANCE AT CONCERTS				"SOCIAL LIFE"				CLUB MEMBERSHIP				ACTIVITY IN CLUB WORK		
	Very Frequent	Frequent	Occasional	None	Very Frequent	Frequent	Occasional	None	Very Active	Active	Infrequent	None	Three or More Clubs	Two Clubs	One Club	None	Very Active	Average	Not Active
All Cases	4	8	21	67	8	19	22	51	22	30	38	10	8	20	40	32	16	18	66
Women	7	6	23	64	6	15	26	53	21	28	41	10	10	26	37	27	27	18	55
Men	1	9	19	71	9	22	19	50	22	33	36	9	5	14	43	38	6	17	77
College Graduates	0	20	29	51	9	15	35	41	35	31	31	3	15	29	44	12	24	22	54
Some College or Vocational Training	9	35	22	34	13	17	26	44	30	52	13	5	17	26	26	31	30	17	53
High School Education	0	8	30	62	2	19	35	44	24	33	39	4	4	25	43	28	14	20	66
Grade School Education	0	2	6	92	0	0	8	92	12	28	36	24	2	4	30	64	6	10	84
Those Reading 20 Books or More	9	14	29	48	24	19	19	38	39	24	37	0					29	24	47
Those Reading from 12 to 19 Books	6	37	50	7	0	25	37	38	37	31	32	0					37	18	45
Those Reading from 6 to 11 Books	4	12	24	60	8	12	32	48	16	48	36	0					16	20	64
Those Reading from 1 to 5 Books	8	14	26	52	6	2	14	78	18	52	20	10					19	16	65
Those Reading No Books	0	6	7	87	0	0	6	94	16	22	46	16					4	9	87

having high school training. Those who read a good deal also play cards a good deal, but the group who read one book a month or less are much more likely to be excessive card players. Forty-seven per cent of this group plays cards more than twice a week. Those who do not read books play very little.

Attendance at lectures, while by no means a major sport, is fairly frequent, as is shown in Table LXXII.

Thirty-three per cent attend lectures at least once a month. This includes the lectures sometimes held at the Mothers' Club, however. The better educated are on the whole more likely to attend lectures, although the college graduates are by no means as assiduous in this activity as are those with some college or vocational training. Perhaps they are surfeited with lectures.

Concerts are also fairly popular. About 50 per cent of the entire group attend at least once a month. Educational differences are slight, except for the fact that members of the lowest group almost never attend. Those who read a great deal also go more often to concerts. Their reading seems to be one aspect of a life generally rich in "cultural" activities.

Social life is active throughout the group studied. College graduates and those engaged in much reading are, if anything, more social than the others. Similarly they are more likely to belong to a club, or several clubs, than their fellows. Club membership * is much more widespread in Evanston than in Hyde Park, 68 per cent as compared with 36 per cent belonging to some kind of club. Moreover, the better educated people are more active in the clubs they belong to than are the other groups. Those who read a great deal also find more time for these activities.

As for interest in the radio, Table LXXIII presents data for Evanston that agree with those secured in the Hyde Park study. The use of the radio bears an inverse ratio to the amount of education and the amount of book reading.

Active interest in sport is more common among the better educated groups, and among the men than among

* Membership in the Mothers' and Men's Club is counted only when the person takes an active interest in these organizations, since almost the whole community "belongs" to the extent of being included on the list of members.

the women. The women, on the other hand, are more likely to have some special hobby which takes up their time. The grade school group is the only one that stands low on interest in a hobby.

TABLE LXXIII

ACTIVITIES OTHER THAN READING (*Concluded*)

GROUPS STUDIED	USE OF RADIO				ACTIVE INTEREST IN SPORT	TIME SPENT IN SEWING OR ODD JOBS			ACTIVE INTEREST IN HOBBY	BEDTIME			ESTIMATE OF PRESCRIBED ACTIVITY			ESTIMATE OF VOLUNTARY ACTIVITY		
	Much	Little	None	Temporary Deprivation		Much	Little	None		After 11	Between 10 and 11	Between 9 and 10	Very Busy	Rather Busy	Leisured	Very Busy	Rather Busy	Leisured
All Cases	44	23	26	7	36	48	30	22	43	42	36	22	24	59	17	24	38	38
Women	41	23	27	9	21	58	34	8	51	42	36	22	39	45	16	26	39	35
Men	47	23	24	6	51	38	26	36	36	42	36	22	9	74	17	22	36	42
College Graduate	20	40	40		66	22	35	43	58	64	36	0	20	53	27	44	24	32
Some College or Vocational Training	26	39	35		39	39	52	9	52	48	52	0	9	65	26	26	57	17
High School Education	54	15	23	8	40	55	31	14	51	42	40	18	27	67	6	16	34	50
Grade School Education	64	10	14	12	8	68	24	8	18	20	26	54	32	56	12	16	34	50
Those Reading 20 Books or More	14	34	52	0		29	39	32		66	34	0	19	52	29	39	34	27
Those Reading 12 to 19 Books	12	50	38	0		50	43	7		68	32	0	6	68	26	37	31	32
Those Reading 6 to 11 Books	32	36	32	0		32	48	20		60	32	8	12	52	36	24	40	36
Those Reading 1 to 5 Books	45	25	18	8		49	37	14		29	59	12	29	59	12	26	45	29
Those Reading No Books	66	7	13	14		61	29	10		26	21	53	33	60	7	19	35	46

Inquiry was made concerning the amount of time spent in sewing or mending by the women and in jobs of amateur carpentry, electricity, and such crafts by the men. Only 22 per cent were practically free from these domestic duties. College graduates are least likely to spend their times in these ways, and grade school people most likely to do so. Similarly those who read a great deal do not sew or do little jobs around the house, as a rule.

Since the amount of leisure available depends very largely on how long an evening is customary, all individuals were asked when they went to bed. Forty-two per cent retire after 11 o'clock, and 22 per cent before 10. It is amusing to note that the better educated go to bed later. Similarly those who read a good deal go to bed later than those who do not. It seems, therefore, that reading takes the place of listening to the radio, sewing, and sleeping, rather than the more active pursuits.

Estimates were made of the amount of prescribed and voluntary activity in Evanston. The writer's ratings suggest that the people in Evanston have a little less work that must be done than the people in Hyde Park, and, on the other hand, busy themselves more in voluntary activities. Again the women appear much busier than the men, although about the same in voluntary activities. On the other hand, the college groups are ranked somewhat less busy than the uneducated groups. Perhaps this is because the college groups in Evanston are better off economically than in Hyde Park and very often have a maid or other help, while the less well educated have a large house to care for without assistance.

The college people in Evanston find more outside activities with which to busy themselves. As to the relationship between these ratings and the amount of reading, the data indicate that it is closely similar to that between these ratings and the amount of education. Those who read a great deal do not seem to have so much work that they must do, but they are more active in other ways.

Summary

The following paragraphs present briefly the more outstanding and interesting group differences which have been suggested by this study.

1. Amount of reading.

a. More time is devoted to the newspaper by the men than by the women; by the married than by the single; by the less well educated than by college people; by the North Evanston group than by the Hyde Park group; and by people who do not read many books. Only 5 per cent in Evanston and in Hyde Park read the paper less than five minutes a day.

b. There are no very significant differences between the groups as to the amount of time spent in magazine reading, except that people of grade school education more frequently do not read magazines at all. Twenty-five per cent of all cases in Evanston and 9 per cent in Hyde Park read magazines less than five minutes a day.

c. There is a tendency for the women to read books more than the men, the single more than the married, the well educated more than those of inferior education. A greater proportion of the North Evanston group have read no books within the past six months. Thirty-five per cent in Evanston and 23 per cent in Hyde Park have read no books in the last six months.

2. What people read.

a. *The Chicago Tribune* is most widely read, especially by the well educated groups. Those of grade school education more often read the *American* or the local Evanston paper. The college groups read a greater variety of news publications.

b. The news is read extensively by all groups. The comics are read more frequently in Hyde Park than in Evanston. The sporting page is read chiefly by the men, and the "home page" by the women.

c. The type of magazine read bears a close relationship to the amount of education. The better educated read more of the cultural magazines and more rarely indulge

in the all-fiction magazines of the *True Stories* type. They also read more professional magazines. Differences of sex and marital condition are not very significant.

d. Fiction is by far the most popular form of literature in all groups. Fifty-eight per cent read novels. Differences of sex and marital condition are too slight to be considered at all well established. There is a tendency for the better educated to read more forms of literature than the less well educated.

3. Reading practices.

a. The paper is read more thoroughly and more discriminatingly by the men than by the women; by the married men than the single; by the less well educated than by those of college training; and by the North Evanston group than by the Hyde Park group.

b. The women are more apt to refer their reading to their own experiences or to react emotionally to it than the men. The single are more prone to such "personalization" of their reading than the married; and the well educated than those of inferior training.

4. Source of books.

a. A greater number of people obtain books by purchase than by any other means. Fifty-eight per cent buy books more or less frequently. Borrowing ranks next in importance.

b. The public library is used by about 35 per cent of the people studied. Rental libraries are used to a lesser extent.

5. Selection of books.

a. The recommendation of friends is most frequently a reason for reading a particular book. Fifty-four per cent are influenced by friends in the choice of books.

b. The fact that a given book is conveniently at hand stands next as a reason for its choice.

c. Book reviews are consulted by 29 per cent of the persons studied.

6. Motives for reading.

a. The newspaper is read largely because of "general interest in the news." The desire for recreation is also an important motive, especially for the married groups and those of inferior education.

b. Magazines and books are read largely for recreation by all groups. Sixty-seven per cent consider this motive very important. To secure information about one's work is also an important motive, especially among the better educated people. To secure general information is another motive of some importance.

7. Influences affecting reading habits.

a. The newspaper is read so universally that it is difficult to isolate any factors beyond those already pointed out as significant; namely, sex, marital condition, and education. The present inquiry shows that these factors are effective beyond the group studied. The friends and relatives of the people questioned show similar tendencies.

b. Magazine reading is also a widespread habit. It is subject to similar influences.

c. It is found that those who read most are, on the whole, those who have had the best education, the most inspiration at home and at school, and the best facilities for getting hold of books. They have done more reading in childhood than those of more limited educational advantages. Their brothers and sisters and friends read above the average.

8. Other activities.

a. It is noteworthy that those who read most are also most active in social life and club work; that they attend the theatre, lectures and concerts more frequently; that they dance and play cards as much or more than those who read little.

b. Those who read most spend less time in listening to the radio, in sewing or making repairs about the house, and in excessive attendance at the movies. They also go to bed later.

Conclusions

The fact has been noted frequently that the reading habit is modified by virtue of the sex and marital condition of the individual. Still more profound differences in the reading of groups of different educational backgrounds have been pointed out. The writer hesitates to ascribe these differences to education alone, however. We are dealing here with a whole complex of influences. Those who have had more education have also enjoyed more cultural advantages in the home, are better situated economically, have more friends to whom books are important. As has been emphasized repeatedly, each of these factors plays its rôle in determining reading interests. It would be interesting to study the relative importance of these factors within the different sub-groups. This could only be done with a sufficiently large number of cases to make such refinements statistically reliable.

CHAPTER IX

Intensive Case Studies

Purpose of the Studies

A series of intensive case studies were made in an effort to ascertain more specifically than in previous investigations what factors in the experience of certain individuals have contributed to the development of desirable reading habits. The preceding studies have suggested several sociological influences which are of importance as a rule. They do not supply an adequate explanation of the reading interests of any given individual. Through prolonged interviews with several persons whose reading habits were well established a more complete analysis of the factors influencing such habits was attempted.

Selection of Cases

The subjects for interviews were selected largely through the cooperation of a large public library. The fact that there were several branches of the library in different sections of the city and also stations in industrial plants made it possible to secure a wide variety of types of subjects. No attempt was made to secure "representative" subjects. Interesting reading habits formed the usual criterion for selection, although an effort was made to interview persons with different types of background. The technique of the interview has already been discussed in Chapter VI.

CASE I. MRS. S.

Impression Secured During Interview

Mrs. S. is a pleasant appearing woman of about thirty-five years of age. She was dressed neatly but without much attempt at style. Her manner was rather deferential, but very friendly. She was willing to answer questions, but gave little information spontaneously. Apparently the task of retrospection and self-analysis was new to her. She is reserved by nature and has had little opportunity to discuss her intellectual interests. For these reasons the interviewer believes that the data are incomplete. A prolonged contact would have been necessary for a more comprehensive picture.

Biographical Sketch

Mrs. S. is one of six children, who were divided equally as to sex. Her father was a contractor in very moderate circumstances. He had few literary interests, but enjoyed reading about political and social problems in magazines and newspapers. He was a member of a trade union and was much interested in the Russian experiment. His favorite authors were Tolstoi and Eugene Sue. He owned a few books, chiefly histories, but these were carefully protected from childish hands.

Her mother was kept very busy by her household duties. She had some interest in music and poetry. Mrs. S. tells with pride of her ability to recite "Hiawatha" entire. She seldom read books or even magazines while her children were young, and gave them no encouragement in this direction beyond reciting Longfellow occasionally. The mother became ill and died when Mrs. S. was in her teens.

There were many household chores to be done. Mrs. S.

could not always avoid her share, though she did so to the best of her ability. Her older sister assumed chief responsibility for the housework, especially after the death of the mother. Mrs. S. and the younger sister ran off to the public library as often as possible.

Mrs. S. completed the eighth grade and took a brief business course. She seems to have done well in her school work and enjoyed it, especially its literary aspects. She tells of memorizing "Thanatopsis" and Grey's "Elegy" in the eighth grade. Moreover, the school provided convenient library facilities.

She began work as a stenographer at about fifteen. Her interest in reading declined at this time because she was "tired out" in the evening. She spent her evenings helping around the house, sewing, or going to an occasional dance or show. She was never very social and did not go out much with young men because she soon had a "steady"—the man she eventually married.

After a few years Mrs. S. was threatened with tuberculosis and spent an entire year in a sanatorium. This interlude provided an excellent opportunity for renewing her interest in books. The sanatorium had a fair sized library composed largely of light novels. These Mrs. S. read ad nauseam. Reading was her main occupation for twelve months.

After her attack was pronounced arrested, she spent some months at home caring for her father and brothers. Seven years ago she married. Her husband was a shipping clerk at that time. He has since gone into domestic service as a butler, but plans to return eventually to his former work. There have been no children. Mr. S. has no interest in books whatever. He reads the newspaper a good deal, but chiefly enjoys being with people, going to ball games and playing cards. Their relationship seems to be reasonably happy, though without companionship of interests.

Two years ago they went to Florida. Here Mrs. S. took a position as caretaker of two small children. The home in which she worked was supplied with a good library, and her hours were so arranged that she was able to continue her reading. She says that she was "fed up" with light novels and was seeking a stronger diet. She found it in the books at her disposal, and read with real pleasure Galsworthy, Hardy, Balzac and others of the more serious novelists.

Last year she returned with her husband to her native city. After some vain efforts to find work in his own line, her husband took a position as butler in a suburban home. Mrs. S. is now employed as housekeeper in the same home. She feels that this is only a temporary expedient, but finds the régime very satisfactory. Her work is such that she has a good deal of time for reading.

Feeling that she ought to be reading something that would "do her good," Mrs. S. asked recently for guidance at the public library. She had always been interested in the French Revolution (for reasons that could not be ascertained) and chose to follow the reading course provided on that subject. She quickly ran through the books listed, chiefly novels, and asked for more. A special list was prepared for her, including a number of first rate biographies. She is well on her way through this list and claims that she enjoys the books thoroughly.

For the last year or so, Mrs. S. has kept a list of the books read. This is a very interesting document. Almost all of the books entered are of very good quality and cover a wide range of authors. H. G. Wells, Anatole France, Balzac, Galsworthy, and Tolstoi are noted. Fielding is present, but is considered not quite nice. It is noteworthy that usually only one or two books by any given author were read, and those frequently not the ones best known.

Mrs. S. says that she has no friends who are interested in books, except an aunt. This lady teaches school and

has put her own daughter through college. She has suggested books occasionally to Mrs. S., though only within the last two years. Mrs. S. feels that her sisters and friends are to be pitied or even blamed for their lack of interest in books. "How can they keep abreast of the times without reading?" she asks.

Suggested Interpretation

Mrs. S. is an unusually interesting subject, because she has developed a high type of reading interest without the background which usually accompanies such interests. She has had very little education. Her family and friends show little inclination toward books. Her intelligence is good, but not superior. The following interpretation of her case is suggested:

As a child, Mrs. S. read a great deal, but no more than her younger sister and some of her friends. Possible explanations for her reading interests at that time are not far to seek. She was never fond of active games, perhaps because of her physical condition. Possibly as a result of this handicap, she withdrew a little from the social group and found satisfaction in quiet reading. Furthermore her good intelligence enabled her to do very satisfactory work in school and hence to enjoy intellectual pursuits. The close connection of the library with school work was another item leading to a taste for reading. Moreover, the library was attractive in itself, and was used to a certain extent by most of her fellow pupils.

Although her home did not provide a strong stimulus to bookish interests, it was far from illiterate. Her mother's poetry and her father's political reading set some precedent for her own reading activities. And there were the history books—too sacred for use. Possibly some forgotten words of her father are responsible for her present interest in the French Revolution.

These childhood reading proclivities were discontinued as her life became more active and busy. If marriage and family duties had intervened directly upon this period of her life, it is possible that she would never have taken up reading again. Her younger sister no longer finds time or interest for books in the press of domestic activities. Mrs. S., on the other hand, was forced by illness to a prolonged period of idleness, with every encouragement to reading. In a tuberculosis sanatorium nearly every one reads. Her early taste for books was therefore renewed and strengthened, although no opportunity was afforded for its development in quality.

With her return to active life, her interest in reading declined, but was never wholly relinquished. For some years the demands of her home and her husband occupied first place in her life. After a time, however, she began to feel that her life was being wasted—was leading nowhere. Her husband made no real advance in business. She was without children. She had never been much interested in social life or in religion. Her drive to accomplishment was baulked in the channels where it would ordinarily have found expression. Quite naturally, therefore, she turned to books—no longer solely for recreation, but for her raison d'être. She felt definitely the need of making something of herself. Thwarted as a woman and a mother, she turned to the intellectual pursuits where she had already had some success and had received satisfaction. Her personal ambition in this connection manifested itself in almost every sentence uttered during the interview. She wanted reading that would "do her good," that would "develop her mind." She pounced eagerly on every suggestion for improving her reading which the interviewer ventured to put forward. She immediately resolved to write reviews of the books she read and noted down books mentioned during the discussion of her own list.

Another influence seems important to the writer. Domestic service was new to Mrs. S. and she still seems to feel somewhat apologetic about her position. This sense of inferiority about her work tended perhaps to raise in her own mind the prestige of the people who employed her. They became in a way a pattern for her own strivings. Since they were interested in good books, she felt the need of raising herself to their level in this respect. Hence perhaps her rigid abstinence from lighter forms of reading and her scorn of those who do not read. The interviewer was astonished at the uniformly high grade of reading which followed so closely upon reading material of an inferior quality. The comments elicited about the books, while very good on the whole, were not sufficiently penetrating or appreciative to explain this discriminating choice of books solely on grounds of native and untutored good taste. A more plausible explanation is that Mrs. S. read what the people she emulated were reading. This procedure was by no means a conscious process of course.

The mere circumstance of using a library restricted to good books is also important. It may be that Mrs. S. had read light fiction to satiety and was ready to pass on to a heavier diet when opportunity offered. The influence of the aunt before mentioned is not to be wholly disregarded. Mrs. S. was well started on her reading career in Florida, but conversations with her aunt undoubtedly reinforced her interest. The public library, too, has done an excellent piece of work in directing and stimulating her reading.

The interpretation would seem, then, to run somewhat as follows. Mrs. S. was familiar with books from childhood as a source of entertainment. Her taste for recreational reading was reinforced by a long period of illness. Then as the normal outlets for her ambition through husband and children were blocked, and she was brought in

contact with people of superior reading habits, she turned to books as a means of self-development.

CASE II. "MIKE"

Impression Made During Interview

Mike is a handsome youngster of nineteen. He is rather shy and boyish. He answered questions willingly, but without penetration or elaboration. He takes life as it comes and concerns himself little with analytical reflection upon it. His history is not especially remarkable, but is interesting as an example of reading by a moderately intelligent, active boy with almost illiterate parents.

Biographical Sketch

Mike was born in Italy, but was brought to this country by his parents when he was three years old. He has two brothers a good deal younger than himself. They are "just boys," not much interested in school and averse to any sort of unnecessary reading. Italian is spoken in the home. Mike's father is a landscape gardener in moderate circumstances. He is barely able to read and never does so when he can avoid it. He "likes his wine" and passes his evenings talking or playing cards with friends. He is a union man of mildly radical views, but in general he "doesn't go in for American stuff." In the Italian section where he lives it is quite possible to ignore American civilization entirely.

Mike's mother is illiterate. She belongs to several clubs at the neighboring settlement house, however, and seems eager to do her best for her boys. She is kept busy by her household duties, but has many friends. Mike helps her around the house a good deal. There is little home life in

the sense of group interests and activities. Each member of the family pursues his own tastes.

Mike started school at five years of age. He liked it very much from the start. His first teacher was "like a mother" to him, and subsequent teachers have all been fairly good to him. He was handicapped at first by lack of knowledge of English. His fondness for school and teachers did not prevent him from being very bad on occasion. He enjoyed practical jokes which often landed him in the principal's office for discipline. He gave no serious offence, however. In high school he is a good student, without being brilliant. He is especially interested in horticulture and expects to become a landscape architect. He hopes to enter Purdue to prepare himself for this career. His friends do not plan to go to college, but he feels it will help him get ahead. His teacher in horticulture may have had some influence in helping him to select this course. Mike admires him greatly because he "seems to know so much about everything—government, sports and such things."

Mike has been interested in sports ever since he can remember. He has played ball on scrub teams for years and now is a star member of the school football team. He was sports' editor of the school paper for a time. He has the usual number of friends. His group behaves a little better than others in the district. They have only been arrested once. In school he is active in a club "to promote clean scholarship and sports." The hoodlums of the school do not like his gang. They call them sissies, and the two groups are in constant warfare.

Mike's best friend is an adventurous youth who has run away three times on long bumming expeditions. Mike is rather proud of his achievements, but says he wouldn't like to bum around himself.

After school hours Mike "monkeys around the building," works in his garden, reads the paper, and helps his

mother. He goes to the show about once a week and to a dance hall about twice a week. He has no regular girl, but picks up a partner any place. He enjoys the radio—especially the jazz music, but occasionally likes "sad, classical stuff."

Mike began reading for fun when he was in the sixth grade. A librarian encouraged him in this, but Mike says the real reason was that reading "just got him." He read only boys' books at that time. His friends read, too, but not as much as he. At first he was proud of his extensive reading, but after a while the boys teased him so much that he got ashamed. Thereafter he came to the library on the sly. He read most in grammar school, but he still reads about a book a week.

After his interest in boys' stories declined he took up mystery and adventure stories. Last year he liked Fletcher and Zane Grey. Now he isn't sure whom he likes best. He read *Saint Magloire* by Dorgeles with pleasure. The character of Saint Magloire appealed to him. Also he liked the way the author put things. He has written a few stories himself, mostly for school. He read the *Green Hat,* but it seemed to him "mostly bunk." Irene wasn't real and the author went off the subject too much.

He has read some biographies recently, but without enthusiasm. His pal reads travel books a little, so he has tried them, too, but they make him jealous. He longs to travel himself and daydreams about going to Italy. Clarence Darrow is a favorite author, "because he seems to know what he is talking about." Mike reads about politics in the papers. This interest stimulated him to read some on Bolshevism, although he doesn't think much of it in practice. The librarian near his home has had more influence on his reading than anyone else, he thinks. She is especially "good on picking out books that are interesting" to him.

Suggested Interpretation

Mike's interest in reading seems to the writer to be largely a testimonial to the public library. He is an active normal boy in every respect. He has good intelligence and a dash of imagination. He is, therefore, capable of enjoying books if they are made attractive to him. The influence of his home is against reading. His friends are only slightly interested in books. The skill of the teachers and librarians he came in contact with would seem to be largely responsible for fostering his inclination to books. He was given the right book at the right time, and since he enjoyed it came back for more. The trend of his taste is definitely upwards. While reading does not play a primary rôle in his life and probably never will, it has proved a source of pleasure and information to him.

CASE III. MR. B.

Impression Made During Interview

Mr. B. is a very intelligent young man of nineteen. He responded well to the few questions put to him, describing his experience at length. His use of language and sense of perspective are excellent. His reading interests are too complex for brief analysis, but the writer feels that the interview was successful as far as it went. The information secured was supplemented by statements from friends who knew Mr. B. well.

Biographical Sketch

Mr. B. was born in a primitive village of western Russia. He comes of a pious orthodox Jewish family. When he was a baby his father came to this country to avoid

military service, leaving his mother, sister and himself with his maternal grandfather. This grandfather was the dominant influence during Mr. B.'s childhood. He was a sign painter by trade, but he enjoyed painting as an art. He decorated the house and designed tapestries for the temple. He was deeply versed in the Bible and Talmud, and cherished the hope that one of his family would become a learned rabbi. His sons had disappointed him in this. One did, indeed, enter the rabbinate, but became insane after a short period. The others ran away and went into other professions. All his ambition was concentrated, therefore, on Mr. B. The boy's training in the sacred writings began at the age of five and continued until he left for America with his mother at the age of thirteen. The course of study consisted largely in memorizing passages of the Bible and Talmud together with commentaries upon them. The periods for study were incredibly long, and failure was severely punished. Mr. B. describes vividly the long hours with his grandfather and the ritual of the household religion. He was very fond of his grandfather and devoted himself willingly to study, as he knew nothing else.

At the age of nine he was sent out daily to watch the village herd of goats. The long lonely hours out of doors awakened in him a love for the beautiful in nature. Without his grandfather's knowledge, he got hold of some works of Hebrew poets and novelists. Through reading these and through conversation with travellers who occasionally passed through the village, he became aware of the world beyond his immediate environment—a strange world of trains, elevators and revolving doors! He daydreamed of this world during the day, and of the tall father in a stove pipe hat who lived in America.

He visited his father's people occasionally. They were illiterate peasants who worked the land and lived all alone. He enjoyed the bright costumes of the Russian

peasants he met there, also their plaintive singing and gay dancing. His Jewish associates dressed plainly and spent their time in study. These experiences interfered somewhat with his taste for concentrated study. Even before leaving Russia he found his study of the Talmud distasteful and was determined not to become a rabbi.

The war penetrated to his village. It was occupied by Germans and Russians, then Bolsheviks and reactionaries successively. Death and atrocities became common and were not without effect on the sensitive boy. He was only once or twice in personal danger, however. After the war he and his family rejoined the father in this country. His father was a bitter disappointment to Mr. B. He wore a cap instead of a stove pipe hat. His life was passed in working, sleeping, eating, and reading the paper. There is no sympathy between the two whatever. Except for his grandfather, Mr. B.'s family seems to have had little or no influence upon him.

Mr. B.'s early school experiences in this country were most unfortunate. In spite of his age and intimate knowledge of the Talmud, he was placed in first grade because he knew no English, no arithmetic, nothing of what youngsters in this country learn. Since he did not understand orders, he was frequently scolded. He reacted with impertinence and a belligerent attitude. He was on the verge of being sent to a reformatory when he came under the influence of a teacher who understood the situation. She was kind to him, helped him with his work, and stimulated in him an interest in books. Best of all, she introduced him to her mother. A long friendship sprang up between the two. Mrs. D. is a person of fine taste and deep literary interests. She encouraged and guided the boy for years and is still held by him in high esteem.

From this time on his school career was more successful. He rapidly made up his grades and was soon among children of his own age. He did his work well, but devoted

the major part of his time to outside reading. During vacations he worked to pay his way—first at manual labor, later in a drug store. The pleasure of working in a clean place where some intelligence was required so stimulated him that he naïvely determined to study pharmacy. Further experience, however, revealed the fact that this work also was too mechanical. He now plans to study journalism. Owing to illness at home, he has been obliged to give up school since February, and to contribute to the support of his family. He is working as a pressman with little time for reading or study, but hopes to finish high school this summer and enter college in the fall.

A year ago Mr. B. came in contact with a poetry group at the public library. He had written a little poetry secretly in Russia, and in the last few years had taken it up again. The poetry group has stimulated his interest in writing. In this connection he became absorbed in reading poetry and conceived the idea of making an anthology of poems about great men. He has been through all the books of poetry in the library and many periodicals, gathering material. His present work has interrupted progress on the manuscript, but he hopes to complete it next year.

So many individuals have had some influence on Mr. B.'s reading habits that it will be necessary to omit all but the most important. Mrs. D. first interested him in Dickens. Later she had him read a book called *The Unhappy Loves of Geniuses*. This book so interested him that he resolved to read more about all the characters mentioned. In the course of this reading he came in contact with the Reader's Adviser at the public library. She offered to make up a list of books for him following this lead. He was led, therefore, from one writer to another, covering their writings, their lives and their times very thoroughly. Now he is reading fiction to enlarge his vocabulary, supplementing the novel by a study of the

country and the period described. The Reader's Adviser is helping him in this also. Just recently he became interested in Chinese poetry. With characteristic thoroughness he has read travel books on China, delved into its history, and finally made contact with a Chinese student.

Friends of his own age have also helped to shape his reading interests. He belongs to several literary and artistic groups of good calibre. Together with some of his friends he has entered upon definite courses of self-development along many lines. He is not much interested in people in general, because he finds them too frivolous, but he is by no means a hermit. In high school he entered into athletics to some extent because of the developmental value of team work.

Mr. B. has formed the habit of clipping items of interest from the papers and magazines and pasting them into a "Commonplace Book." He also copies in passages from books or writes down his own impressions of current happenings. He has completed two books of this nature. The third is well under way.

Suggested Interpretation

The outstanding facts concerning Mr. B. are his superior intelligence and his conscious effort toward self-development. His early religious studies cultivated in him a respect for erudition and the ability to plug along at intellectual work for long periods at a time. After a brief period of maladjustment in this country he was able to resume the old scholarly activities, using, however, the very different material offered to him in American schools. He is of a winning and somewhat docile disposition. His attitude of mingled affection and respect toward his grandfather may have contributed to the formation of these traits. He was early accustomed to obedience rigidly exacted, but he also recognized the love his grand-

father bore him. At any rate his personality is such that his teachers and other friends were willing and able to help him in his development. He has used many suggestions and directions that have been of value in developing a full mental life. He evidently identifies himself to a certain extent with the great men about whom he reads; he also draws inspiration from them for his own studies. Nor should one fail to mention the intense æsthetic pleasure he derives from beautiful writing. His gift of expression should enable him to turn his reading to very good account in his own writings.

CASE IV. MISS P.

Impression Secured During Interview

Miss P. is a charming young woman of twenty. She was very spontaneous and ready to talk, but required somewhat close questioning about the development of her interests.

Biographical Sketch

Miss P. was born in a large American city. Her father was a mechanic in moderate circumstances. Both he and her mother read a good deal, a little more than the average probably. The family read aloud together. Her younger sister developed domestic interests, however, and does not read much now. Her parents died some years ago, and Miss P. has since lived with a school teacher friend. This lady has little time for reading herself, but is very sympathetic with Miss P.'s interest in books.

Miss P. and a girl friend were assiduous readers at the public library during grade school years, even spending their lunch hour in the children's room. They read only fiction: girls' books, Scott, and Dickens. In high school

this interest declined somewhat. Before completing her high school course, Miss P. went to work in the public library, first as page, later as junior clerk. She chose this profession because of her interest in books, and because a relative on the library staff encouraged her to do so. She also said "there is something magnetic in the library." Her interest in the work has grown so that she plans to complete her high school course and go to college and to a library school.

She has always been interested in active games, dramatics, singing, and many other social activities. She is "keen on religion" and derives most of her social stimulation from her church connections. She belongs to the church chorus, the Young People's Society and a church dramatic group, as well as to one at the library. She teaches in the Sunday School. But the chief influence of the church on her reading has been through a group of young men students at the seminary. These men are evidently her best pals. They are all college graduates and more or less serious minded. Hence Miss P. feels the need of reading to keep up with them.

Last year she took a course of reading outlined by the Readers' Adviser on American Literature. She has read several good books on psychology, several fine biographies and Page's letters. She reads novels often, of course. At present she reads magazines a good deal: the *Survey, Harpers,* the *Atlantic Monthly* and the *Bookman.* Occasionally the *American,* the *Woman's Home Companion* and other less intellectual periodicals. It is only within the last year or so, since her work at the library began, that she learned about the first group of magazines.

Suggested Interpretation

Superficially at least, the development of Miss P.'s reading habits is fairly clear. Her family and friends en-

joyed reading. As a child she passed through a period of excessive reading, as many children do. In later years the character of her work and her association with college people aided in developing her reading interests both as to quantity and quality. She does not read very extensively now and the interviewer feels that her interest in books is not very deep seated.

CASE V. MR. T.

Impression Secured During Interview

Mr. T. is an alert young man twenty-three years old. He has distinctly foreign features and a slight accent. His use of English is excellent, however. He was very ready to talk about himself and seemed genuinely eager to tell the truth, even when it required more candor than is usual in social situations. He has evidently made introspection a practice. It was also possible to consult another person who has known him well for many years, so that the data obtained are fairly complete.

Biographical Sketch

Mr. T. was born in a small town in Asia Minor. His family enjoyed a position of some prestige in the community, though without the outward insignia of power. They kept much to themselves, mingling with others, to use his expression, "only to command." Their literary interests were limited, but Mr. T. recalls that his grandfather would recite whole cantos of the epic writers of the country, and his mother occasionally quotes poetry, even today. Mr. T. went to a French school until the age of eight, but only when it could not be avoided. He detested the rigid discipline and the insipid methods of teaching. He despised his teachers. One of them, a cou-

sin, ventured to strike him for truancy. He played with other children, but, like his family, mingled "only to command." Apparently the children respected his authority.

His mother, sister and brother-in-law came to this country when Mr. T. was eight. His father remained in Asia Minor and died shortly after. His older brother had been in America for some time. The family was fairly well off economically, but by no means wealthy. Mr. T. attended the public schools and changed his attitude toward schooling from the first. He says that he realized the need for an education and set to work consciously to obtain it. Throughout the grades and high school he was a good student, much appreciated by his teachers, though he never exerted himself on the assigned work. In the grade school he did almost no reading beyond the required amount. He never read the Alger books nor any of the sets dear to most boys.

In this country difficulties arose at once with other boys. He felt at a disadvantage because of his unfamiliarity with the language and saw insults in every poorly comprehended remark. There followed a series of bloody fights until he had impressed his fellows with the knowledge that he was ready and able to defend himself on all occasions. Thereafter he says that he resumed his position of conscious superiority. This attitude he retains to the present time. It colors all his relationships with other people. He has "few friends and many followers." Even his family recognizes his superiority and does everything in its power to facilitate the development of his abilities. He mentions a number of incidents to illustrate his childhood habit of commanding others, and makes no secret of his present attitude. Apparently, too, the "many followers" really exist.

During high school years he was interested in "imposing his personality on others." He engaged in debating

and public speaking, with the result that he received many prizes and great adulation. He was on the track team, and later on a boxing team, but deigned to devote only a short time to these activities. He dreamed first of military achievement, but was impatient of the long period of discipline necessary to win rank. Thereafter he planned to enter the field of law, but again recoiled from the routine and insipid features of that profession. He decided, therefore, early in life to become a writer, since he could thus win fame, or rather power, while remaining his own master. Writing is to be but the first stage in a career which aspires to "power" as its goal. The details of his practical ambitions are as yet uncertain, or at least were not revealed to the interviewer.

His interest in reading was awakened in high school. Preparation for debate brought him a knowledge of great orators. He read Burke, Demosthenes and other orators with enthusiasm, evidently projecting himself into their positions. In preparation of the subject matter of the debates he delved somewhat into political, economic and sociological writings from Plato down to modern times and came to the conclusion that an enlightened despotism is the ideal form of government. He was especially interested in history at this period also, and in the biography of great men. The personal application is obvious.

Class room reading of Shakespeare first introduced him to this author. Apparently the teacher was not without influence in presenting Shakespeare well, but Mr. T. feels that he recognized himself that here was a man to respect. He has read again and again every one of the plays, continuing his enthusiasm to the present time. He prefers *Julius Cæsar* for the sake of its noble characters, but thinks *King Lear* superior from an æsthetic point of view.

After graduation from high school he attended a large state university. He was dissatisfied with the methods of

teaching and left after one year. He subsequently tried two other universities of good standing for short periods, but felt that his professors crammed his mind with trivialities while neglecting the really important aspects of study. He therefore resolved to continue his education alone. He spends his entire time now at the public library and has acquired a most unusual knowledge of many great writers. The statement should be added that his family supports him at some sacrifice, believing in his genius. He knows his favorites thoroughly, both as to their works and their lives, but he cares not a whit about mediocre writers or those who do not please him. In the meantime he has been writing an epic poem which he expects to have published within the year. He is confident that this work will at once be recognized as the greatest production since Byron, and that it will bring him fortune and the first step toward power.

The type of reading Mr. T. enjoys is really remarkable. His idol is Byron. He has read his entire works many times and knows large portions by heart. His first reading of Childe Harold's Pilgrimage was one of his greatest experiences. He recognized himself in Childe Harold and was made fully conscious of his nature for the first time. Byronic attitudes dominate his life even now. "Defiance" is one of his most prized virtues. *Manfred* is perhaps his present favorite. He prefers the character of Manfred to the pusillanimous Faust of Goethe, though recognizing the greater richness of Goethe's work.

Goethe is another hero. He admires the passion and vigor of his characters, Werther, for instance, while deploring their tendency to get excited over nothing. He also prizes the wealth of Goethe's knowledge of the world. Homer is another of the elect. Mr. T. is convinced that the *Iliad* and *Odyssey* were written by a single master mind, and sees in them profound meaning beyond the adventures described. Virgil was a first rate poet, but

purely imitative. Æschylus and the other dramatists do not equal Shakespeare in his estimation. The classical writers, especially Homer and Virgil, have evidently influenced Mr. T.'s own style profoundly. Among men of action, Napoleon is his god. He has made himself almost an authority upon this subject. Besides this taste for the heroic, Mr. T. appreciates the cynical wit of Anatole France, Voltaire and Swift. He has read these men thoroughly, together with their biographies.

Suggested Interpretation

Mr. T. says that he is interested in art not for its own sake, but for life's sake. It will be noted that his reading is a reflection of his own ambition. Books are to him a dramatization of his own soul, and a preparation for his own achievements. In describing his character one is tempted to use the term megalomania. He is profoundly convinced of his personal greatness and power. There are no limits to his ambitions, and on his small stage he already plays the rôle of a Napoleon of Byronic temperament. Everything in his life (women, family, happiness) is subordinated to this exaggerated ego ideal. His reading at the same time reflects and fosters his "will to power." It is a fundamental quality of his nature. His earliest recollections are impregnated with his sense of superiority. He claims that his family assume attitudes similar to his own.

The obverse side of the picture is also present; that is the tendency to scorn other people and to suspect them of wishing to insult him or do him harm. His belligerent attitude in childhood and various minor comments during the interview support these statements. At present the persecutory aspect of the paranoid personality is in abeyance. Thwarting of his plans for the future might stimulate its development. But this is mere speculation.

CASE VI. MR. M.

Impression Secured During Interview

The interview took place in Mr. M.'s office. It was occasionally interrupted by telephone calls about his work, but this circumstance was interpreted as an advantage rather than an inconvenience, since it threw light on the man's practical achievements. Mr. M. is no longer young. He is a mild sort of person, somewhat paternal in his attitude. He was very willing to talk about himself, but did not show much insight.

Biographical Sketch

Mr. M. is a product of country life. His father was a farmer, always "dead tired" after the day's work, and ready for bed after a brief glance at the weekly newspaper. His mother was also very busy, but she managed to find some time for reading an occasional magazine and books from the Sunday School library. Her taste was usually for sentimental romances. She did encourage her son to read, however. He, too, drew books from the Sunday School library from an early age and devoured every issue of the *Youth's Companion*. He had no brothers or sisters near his age.

He attended a small country school for many years. The method of teaching was to go over the arithmetic, speller and geography year after year. The extent of his knowledge was not very great, but he mastered the Three R's more thoroughly than city boys, he believes. He liked school very much. Outside of school hours he led the normal life of a country boy, working, playing active games, thrilling over the county fair and the annual visit of the circus. He was separated from other children much of the

time by the isolation of his home and was early accustomed to spending every evening alone with the family.

From the village school he went to a small sectarian college which offered some sort of preparatory course to country boys. His formal education amounted to high school and about one year of college. Then it became necessary for him to work. He took a brief business course (sheer waste of time, he avers) and entered the government mail service. His work was largely clerical in nature, although he came to hold a position of some responsibility for office organization. After some years he shifted to a large industrial plant, where he now holds an executive position of importance.

In the meantime he married a woman whose tastes were similar to his. They have lived very happily together for many years. They spend almost every evening at home together or in driving through the country. They have a few close friends with whom they meet about once a week to play cards or to chat. Very occasionally they go to the movies or to a good show. This has been their mode of living for years. There is one daughter, married and living in another city.

Mr. M. spends almost every evening reading. He has always enjoyed mystery stories. This type of literature forms the bulk of his reading. He depends upon the librarian at his place of work to supply him with books which will interest him. He could remember only one nonfiction book read recently—Bruce Barton's *Man Nobody Knows*. This book pleased him very much, as he has long held mildly unorthodox religious views. He even feels some sympathy for the ideas of "Bob Ingersoll," as his father did before him. The librarian was able to mention several biographies and travel books of the lighter type which he had read.

In addition to these modern books, Mr. M. has certain old favorites which he reads once or twice a week. *Old*

Curiosity Shop is his greatest love, although he reads anything of Dickens with pleasure. This taste was acquired with difficulty after several futile attempts to wade through the Victorian writer, but it has lasted him a lifetime. He also takes down his copy of "Bobby Burns" frequently. He is unable to trace the origin of this affection. Longfellow is another favorite, a direct inheritance from his mother. There has been almost no change in his reading interests throughout his life.

His wife reads magazine stories in the evening sometimes, or sews while Mr. M. reads. His friends read no more than he does, and probably less. They never discuss books.

Suggested Interpretation

Mr. M.'s reading interests match his mode of living: calm, pleasant, rather old fashioned. Books are to him a source of relaxation and pastime after a day of business routine. They are a part of his quiet, happy home life. The mystery stories provide mild vicarious excitement in an otherwise serene existence. Longfellow and Burns are perhaps a link with his early home and his mother. Dickens harks back to later enthusiasms. The long habit of finding pleasure in these books must also contribute to his present fondness for them. They are intimately connected with events of his whole life and have added the charm of old associations to their intrinsic appeal. Not that he consciously recalls incidents connected with them, but they hold a pervading richness from long use that no new books could have. There must be many Mr. M.'s in America.

CASE VII. MRS. C.

Impression Secured During Interview

Mrs. C. is an attractive young woman of about thirty. She is well dressed. Her manner is alert and she is quick

in her thinking. She appeared very willing to be of use as a subject. She talked readily without requiring much direct questioning.

Biographical Sketch

Mrs. C. was born in a large American city of parents in moderate circumstances. She says that her father is "the average man." He is an accountant by profession. He enjoys reading the papers, especially the sport section, and sometimes looks over the *Literary Digest*. Her mother seldom reads anything besides magazine stories. However, her parents seem to have been interested in the reading of their children. They gave them books at Christmas time and looked with favor on any signs of reading interests. Mrs. C. and her brother and sister read a fair amount even as children: fairy stories, girls' books and the Alger series. Their major interest was in sports and active games. Mrs. C. was a real tomboy. She was captain of the baseball team, went sledding and climbed trees. She was fond of people. Her family went on picnics often and there were frequent visits to hosts of relatives.

Mrs. C. received most of her education in a convent. She was never much interested in religion, however. It was so much a part of her early environment that she took it for granted. Her church attendance has gradually diminished until now she seldom goes at all, except on exploring expeditions to new types of religious service. Nor did the convent interest her greatly in school work and reading. She took a business course after her graduation from high school. During this period she read chiefly magazines and light novels. She enjoyed the descriptions of nature in Gene Stratton Porter's books. She also read with pleasure Scott, Addison and other authors studied in school.

Mrs. C. worked for some years in business. After the

war she married and tried housekeeping for a short time. Then partly from preference and partly for financial reasons she again took a position. She enjoys her work immensely, since it brings her in contact with cultivated people and live happenings. Her husband is interested in reading. He is rather shy and retiring by nature. Mrs. C. has made it her hobby to draw him out, with very good success according to her friends.

After the age of twenty her own interests developed very greatly. She became conscious of a keen desire to develop her character, and turned to books as an aid in this purpose. Just how this change of interest from sports to literature came about is somewhat obscure. Probably the opportunity for prowess in sports was diminished and she was brought in contact with people who were using their minds. Moreover, her own intelligence had matured and craved more vigorous exercise. She wishes always to excel in whatever she undertakes, she says.

Her plunge into literature was made with characteristic ardor. From the first she planned her reading along systematic lines. The Readers' Adviser at the public library helped her in this. Also she took a few courses through the university extension. Her aunt, a Wellesley graduate, has also had an influence in guiding her reading. Jesse Lee Bennett's little book *On Culture and a Liberal Education* helped her greatly. With all these leads, she launched herself on a wide reading program, reading some along scientific and philosophical lines, but chiefly in literature. Her social contacts at the present time keep up her interest in new books. She reads about two books a week, all of good quality.

A few years ago she became especially interested in poetry. During periods of emotional stress she felt an urge to do something, without knowing what it was. Finally she wrote a poem. Apparently it relieved her feelings in a satisfactory manner, and, moreover, was at

once accepted for publication. Since that first effort she has continued writing with some success. In connection with her creative work she has read poetry extensively and made a study of verse forms. This interest has also led her to join two literary clubs. In addition to her reading and literary interests, she has kept up a certain amount of interest in sports, dancing, the theater and social life.

Suggested Interpretation

Mrs. C. is a very dynamic person. She has splendid physical health and abounding energy. In early life her "drive" found a very natural expression in physical activity, although she was not without bookish interests. Later on, probably through the influence of friends and her own matured intelligence, she concentrated upon mental pursuits. She has a keen desire to do well anything she undertakes, and abhors ridicule. Hence her interest in reading is marked by a thorough, well-planned effort to read widely and well. Furthermore she seems to have genuine intellectual curiosity. She has also developed an interest in poetry as a means of self-expression. Her very social nature also fosters reading interests at the present time, since her friends have literary tastes.

CASE VIII. MR. K.

Impression Secured During Interview

Mr. K. is a rather jolly young man but with a manner which suggests a certain well-concealed shyness. He responded well to questioning, but was not analytically inclined. At the close of the interview he asked advice about how to improve his reading and his contacts with intellectual people.

Biographical Sketch

Mr. K. was born near a large American city. He grew up in rural surroundings, but in easy reach of urban advantages. His parents were only mildly interested in reading, his younger brother definitely averse to it. In childhood Mr. K. sprained his wrist and was unable for some time to join the gang in their games. When he was again physically able to do so, his skill at first was relatively so inferior that he gave up trying to compete. Instead, he began to go off by himself to read. His relationship to his brother was also somewhat strained. He believes even now, perhaps with some justification, that his parents favored the younger boy. The result of this jealousy was to drive him as far away from the brother as possible. Since the latter was interested in active sports and people, Mr. K. refused to mingle with other boys and withdrew to his books. He soon came to be known as a bookish person. Relatives often made him presents of boys' books.

He attended high school in the city, but left during his second year after a disciplinary episode of some sort. His family urged him to return, and he really longed to do so, but his pride kept him to his resolve to go to work. He obtained a job as delivery boy. This job left him a great deal of leisure. His boss objected to book reading during hours, however, so he just "sat around" most of the time daydreaming. Later he obtained a better position as a clerical worker, and finally his present situation in a large industrial plant doing "statistical work."

He has gradually overcome his early tendencies to shun people, partly because the strain of competition with his brother was removed, and partly through conscious effort. He goes out to dances and shows fairly often, is an assiduous baseball fan, and has twice con-

templated matrimony. He says he gave up the girl he liked most because she was incapable of following him in his reading interests.

His interest in books has grown steadily. He reads a little of everything, but novels are most prominent in the list he mentioned. He reads good novels, especially the best sellers, but is not averse to lighter romances, especially if they are a bit naughty. At one time he felt the need of making his reading a little more serious, and happened upon a book dealing with old furniture. This book led to another until he has developed a real hobby for antiques. He has bought some himself and has read widely on the subject. This interest also extended to include interior decoration. He has thought seriously of making interior decoration his profession, but fears the competition of society ladies.

He has never met anyone who shared his intellectual interests, and has made no effort to join any sort of literary club. He was much interested in the possibility of doing so, however.

Suggested Interpretation

Mr. K.'s interest in reading seems to have begun as a retreat from a difficult practical situation; namely, inability to play games well and to compete with a younger brother. It has remained a source of recreation throughout his life, even when he has been able to overcome his tendency to run away from people. The development of his taste has been due mainly to his own efforts. The public library has aided in supplying him with good books, but he has never sought personal assistance there. He has good intelligence. For this reason alone, perhaps, he grew tired of the inferior novels he read in his teens and sought "stuff with more backbone." The reasons for the development of his interest in antiques and interior

decoration are obscure. Perhaps he is right in considering it due to the charm of a particular book read at the psychological moment.

CASE IX. MISS R.

Impression Secured During Interview

Miss R. is a middle aged woman of very attractive appearance and manner. Her attitude during the interview was most friendly and cooperative. Her replies were full and spontaneous. She is evidently accustomed to self-analysis and apparently enjoyed seeking explanations for her reading interests. She frequently showed excellent insight and penetration.

Biographical Sketch

Miss R. was born in a small eastern town. Her father was a minister of scholarly inclinations, a liberal thinker, and a devoted student. Her mother was a college woman. Although of a practical turn of mind, she ably seconded her husband in the education of her children. Miss R. was taught at home until she entered high school. Library facilities in the home were excellent and every encouragement was given for their full use. Close affection for her father was perhaps the most important stimulus for study among his books.

She read widely, especially among the American authors—Washington Irving and others. At the age of fourteen she indexed the family library at her own initiative. She shared her father's delight in the external form of books.

She was also fond of active games and social life, though at this time she was very timid, shy and self-conscious. Her position as minister's daughter may have

contributed to this feeling. She also felt that she did not get as close to people as she wished. Probably this feeling came less from any real lack of friendships than from an unusually high ideal of friendship. She perhaps demanded more intimacy of her friends than most youngsters. Failing to meet complete satisfaction along these lines, she found companionship with her father and his books even more desirable. A prolonged illness in early adolescence also contributed to her taste for reading.

Miss R. early became interested in the library as a profession, chiefly because of its intimate connection with books. After the removal of her family to a large midwestern city she obtained a position in a large library. Here she learned cataloguing and the routine of library administration. In spite of the difficulty of the work, she succeeded admirably. After a year's time she entered the university as a junior, having previously completed two years of work in a small eastern college for women. Her college course was very stimulating to her intellectually and socially, in spite of the fact that she was working hard in the college library many hours a day. She came in contact with several very active minds who directed her attention to new lines of reading. A lifelong enthusiasm for Walt Whitman was begun at this time.

During her last year in college, Miss R. was asked to organize a library in a town nearby. She accomplished the preliminary steps of this work during the college year and at its close entered upon her duties as librarian. The town afforded several personal contacts with people of congenial literary tastes. Her interest in Whitman in particular was deepened. There was every opportunity to widen and deepen her literary interests.

She spent the following years in a succession of libraries. Sometimes her work was chiefly administrative, sometimes more intimately concerned with guiding the reading of patrons of the library. In this type of work her

own literary interests were constantly revitalized. She then took a course in law and spent one year as librarian in a well-known law school. Her next change was to the large city library where she now holds a position of high importance.

Miss R.'s reading interests are so complex that it is almost impossible to trace the development of each one. She reads almost everything hastily, of course, as a part of her professional duties. In addition, she reads an average of one or two books a week carefully for her own pleasure. These books differ widely in character. Probably poetry and fiction are most frequently represented. She has had personal contact with many poets and writers. Purely scientific books are not read frequently, although she is much interested in new developments along these lines, especially in the field of psychology.

One of the most vital parts of her reading is in psychical research and metaphysics. From childhood, probably through the indirect influence of her father, she has been interested in the wider implications of existence, in the relationship of her world to universal things. It is perhaps significant that more intense interest in these things and in psychical research began during a period of emotional stress. This very "vital" interest possibly affords expression to emotional needs which might in different circumstances have found outlet through another channel. Certainly this metaphysical reading plays a very important rôle in her emotional and religious life.

Suggested Interpretation

Miss R. is a woman of unusually high intelligence and strong "drive." The influence of her home was perhaps of prime importance in directing this drive toward reading interests. She had every opportunity to read as a child. Her father, to whom she felt closely akin, was a real

student. Her slight maladjustment in social relationships and a long illness reinforced the tendency to seek stimulation in books.

In later life her occupation and circle of friends have led her to more and more intensive reading. In her contacts with beginning readers she constantly revitalizes her own literary passions. Furthermore, her native intelligence and her highly developed æsthetic sense make reading a keen delight.

CASE X. MISS W.

Like Miss R. in the preceding study, Miss W. is the daughter of a small town minister. Her father was, however, a man of narrow orthodox views, little interested in books except those which supported his theology. Her mother's reading interests were moderately developed. She encouraged her children to some extent. The parental influence with respect to reading does not seem to have been very great, however. Probably it has been more important in developing an attitude of dependence and inferiority which has hampered Miss W. all her life.

As a minister's daughter she was denied most of the social pleasures of her friends. This loss was felt bitterly for some time. It emphasized her naturally retiring and sensitive disposition. Perhaps because of lack of strength, she disliked the active games of her playmates. In these circumstances day-dreaming and books provided a welcome refuge. Since there were few books available, she read the same ones over and over again, chiefly the Elsie Dinsmore series and other girls' books.

She attended a small sectarian college. The dominant influence of her college career was contact (only through his sermons) with a liberal pastor of strong personality. She says now that she supposes she was "head over heels in love with him." Already she had shown a tendency to

idolize certain individuals and prefer very intimate friendships to more casual social relationships. The influence of this pastor over her was boundless for a time. She read everything he mentioned and thought deeply on religious subjects. As a result of his sermons and long prowling among liberal theological writings, she threw overboard most of her early religious convictions. These had been so burdened with fear and rigid taboos that their loss was a great relief to her. She read Emerson and other essayists with great pleasure at this time and a wide range of novels, not always of the best quality.

After graduation from college she returned home, and taught school for a few years. While she still felt very dependent on her family emotionally, the narrow atmosphere of the home and town oppressed her. Again she turned to books for relief.

This mode of living continued until the death of her parents. Since school teaching had proved rather dull, and her interest in books continued, she was easily influenced by friends to enter a library school. Hence her present occupation in a large public library where she enjoys her work immensely.

Her present reading is, of course, extensive. She still enjoys novels and magazines. Her taste for religious reading continues in less intense form. Essays are a favorite form of literature. She lives in an institution for young Catholic girls and enjoys its calm atmosphere. Her social life is better developed than in earlier years, but she still finds books a welcome refuge.

CASE XI. MR. D.

Mr. D. is a "self-made man." He began life in a thinly populated suburb of an American city since grown to large proportions. His father was a sheet metal worker and an artist in his trade. He early encouraged Mr. D.

in mechanical interests, fixing up an unusually efficient workshop for him. Mr. D. was only too glad to follow this line of activity. He and and his friends rigged up telephone and telegraph communication between their homes at a time when these conveniences were still in experimental form. They even began work on wireless.

There were few books in the home and the nearest library was three miles away. Nevertheless the boys trudged the six miles almost every Saturday for books to help them in their mechanical play. Incidentally Mr. D. discovered story books and, better still, books on nature.

A little later Mr. D. had a few years of schooling in the city. He has had to study physics, chemistry and other scientific subjects by himself or through correspondence courses. He early entered an industrial plant in the city and grew up with it. The owner greatly prized his earnestness and enthusiasm, and his real ability. In time he became chief engineer of the plant.

During the early years of his apprenticeship he read some novels, some magazines, and a great many scientific books. Through *Popular Science* and *Popular Mechanics* he kept abreast of developments in fields parallel to his own. He has done most intensive reading and research on problems of practical importance to him.

At one time his inquiring scientific mind carried him to the field of philosophy. At present, owing to reverses in business, he is thinking very seriously about the most fundamental questions of life, but apparently does not pursue this line of philosophical reading. In his difficulties he has turned away from books rather than toward them. Although he has plenty of time, he reads solely for informational purposes, and gains solace from working with his hands in his garden or at his radio. Probably the mechanical bent is more fundamental in him. Reading has always been a secondary matter.

CASE XII. MISS Y.

Miss Y. was born in Russia of educated Jewish stock. Her parents were both highly cultivated and moved in a circle where intellectual interests were paramount. From the time she was thirteen, she and her father set aside one evening a week for the discussion of books. With her mother she read and discussed poetry.

She was educated in a Russian gymnasium. The number of Jews permitted in each class was very restricted, so that competition was keen. Miss Y. enjoyed her studies, especially along literary lines. Turgeniev in particular had a profound influence upon her.

At the age of sixteen she came to America with her family for a short visit. The war supervened, making return to Russia impossible. Her father lost practically all his money during the war and revolution. Apparently the early years in this country were fraught with hardships of every sort, financial distress, and social isolation. Miss Y. came in contact with race prejudice for the first time. In these circumstances she happened to enter the public library. Her reception was very cordial. As it became necessary for her to earn her living, she chose library work as a profession, partly because of her delight in books and partly because of the friendly attitude of the people with whom she came in contact.

She has worked in the library for many years now and has risen to a position of some importance. She continues to enjoy her work. In the meantime her circle of friends has increased. Her family has formed a wide acquaintance among literary and artistic people. She receives constant stimulation to read, both at work and through her social contacts.

Environmental factors seem to have been of major importance in this case. Miss Y. was subjected in child-

hood to every possible influence toward bookish interests. Her work and her subsequent social contacts have reinforced her early tendency to reading. In addition she possesses high intelligence and mental drive.

CASE XIII. MR. E.

Mr. E. is the son of a minister who had very scholarly interests and an extensive library. His father was the pattern of his childhood and, to a certain extent, of his whole life. He has followed closely his bookish interests and in early life tended perhaps to react against the more social impulses of his mother. Both parents were remarkably gifted people who came of a long line of scholars.

At the age of three Mr. E. composed his first sermon. By five he had written a history of Norway. He taught himself to read at an early age and has read with unremitting energy ever since. His father's library was not only extensive, but rather curious. It was especially rich in out of the way histories and old romance literature. History and biography formed Mr. E.'s favorite reading throughout his childhood.

Needless to say, he was brilliant in his school work. He entered college at fifteen. He feels now that this early entrance was perhaps a mistake. There is some suggestion that his social interests were not well developed at that time. Possibly he took after his father in this respect or unconsciously reacted against his mother's social tendencies. Possibly his precocious mental development estranged him from the usual interests of young boys. At any rate he did not engage in sports or many of the active pursuits of his college mates. Political intrigue was rife in the college and claimed a large share of his interest.

Possibly because of his early training, Latin and Greek were especially easy for him. He enjoyed the classics for their own sake and for the prestige his excellence in their

study brought him. It is not surprising, therefore, that after a year of graduate study, he began to teach Greek. After a year or two, however, he realized that he was in a blind alley. He was therefore attracted by an opportunity to enter the library profession. Almost from the first he had in mind becoming the librarian of a large, specialized collection recently bequeathed to the public library in the city where he received his training. After some years of judicious self-advertising and special preparation, he was appointed to organize and catalogue the collection. He has been engaged in this work ever since.

His work requires extensive reading in all varieties of books, chiefly foreign and oriental. He enjoys keenly this delving into oddities and appreciates the help early reading in his father's library has given him. In addition to this professional reading, he is devoted to detective stories, continues some historical reading, and covers a great variety of current literature. He also reads many out of town papers at his club and many magazines. His interests of late years have become highly social, possibly as a compensation for his naturally somewhat seclusive temperament. He belongs to five luncheon clubs and goes out almost every evening. He is a mild baseball fan.

Mr. E. says that he is very "high strung" and cannot bear to sit still without doing something. Hence his reading proclivities. His mental quickness enables him to cover a surprising amount of ground. His early reading perhaps accounts for his initial start in classical and oriental literature, in romance and folk lore. His work has emphasized and developed this taste.

CASE XIV. MISS H.

Miss H. was born in a small midwestern town. Her parents were both well educated for the times, although

not college graduates. They owned the largest library in town. Her father, for whom she had a deep affection, was especially fond of reading and music. He was an "individualist" and did not mix much with other people. Her mother, on the other hand, was very social.

Miss H. early developed a passion for the piano. She practiced every possible moment throughout her childhood, except when driven out of doors by her mother. She almost never played with other children and detested parties. It is noteworthy that she was unusually small in stature, not pretty, and painfully near sighted. Her defective eyesight was not recognized for years. During this time she was often ridiculed for her inability to answer questions written on the blackboard which she really could not see. Possibly for these reasons, she developed an acute sense of inferiority which has never left her, although she has since learned that her troubles are not the most important facts in the universe. Her father pattern probably increased her tendency to withdraw from social situations. In these painful circumstances she found solace in her music and in books.

After some years she was sent to a fashionable boarding school, there to suffer untold agonies. She found no sympathetic friend, and was hopelessly maladjusted in the social group. Her next move was to a large conservatory of music. The years she spent there were very happy, since she practised and read without interruption. She made no social contacts during this period and read only what came to hand, chiefly novels of the lighter sort. At this time she developed a special fondness for Cora Harris.

After graduation from the conservatory she taught music for a time in her home town, and later went into social work which provided a more promising future. She enjoys working with children, and seems to be successful in this line. At present she is only partially ad-

justed socially. Her music and her reading remain her chief interests. She reads a little of everything, but prefers novels and essays. The calibre of her reading is little above the average.

Reading in this case would seem to be definitely an escape from unpleasant reality, and to provide vicarious experience of love and happiness.

CASE XV *

The subject for this study was a short, attractive, well-dressed young man, twenty-eight years old. He had a sunny smile and an easy manner which made him appear even younger than his years. His attitude toward the interviewer was most friendly; his rapport, easily obtained and held. His productions were spontaneous without being loquacious, and his answers were at all times full but direct.

In a small New Jersey town in the strict home of a Methodist family, this young man was born and brought up, except for a brief two years during the war. He was the youngest of four children, equally divided as to sex. The economic status of the home was satisfactory but not far above the average, the subject's father being a business man of fair means. The social status was somewhat higher, due to the long residence of the family in that neighborhood. The informant attended the local public school and then went two years to high school. In his sophomore year he enlisted in the Navy, remaining away two years. He returned to graduate and then left home a second time to attend a small New Jersey college, where he majored in English. After teaching school two years, he attended a larger institution for graduate work, receiving his M.A. last year. Since then he has been

* This case was studied by John Levy, M.D., fellow of the National Committee for Mental Hygiene.

teaching gymnasium in a settlement house in a large American city.

Although he teaches gymnasium, his interests are primarily sociological. He is interested chiefly in "service to fellow men" and his work with young boys at a settlement is a means to that end. His present occupation also gives him time to write a sociological novel. In this book the hero is drawn from his purpose by various experiences of his life. He also writes philosophical and romantic poetry. Time is found to attend the theatre, especially revivals of accepted classics.

At the moment much of his time is given to the reading of Shelly, Keats and Shakespeare: the first two because "they arouse the emotions." Masefield and Meredith are other favorites. Plato is his pet philosopher; and religion, in its broader aspects, receives some of his reading time, too. (While still nominally a Unitarian, conversion to which will be discussed later, he "enjoys the beauty of the Catholic church.") Occasionally newspapers are read. He chooses the *New York Times,* chiefly for its political news. The best local daily is also read once in a while. From the magazines, he selects the *Atlantic Monthly, Literary Digest,* and *Life,* "to brighten up things a little." These magazines are usually picked up at odd moments from the settlement library tables.

The history of this young man's reading shows a graded development. As far back as he can remember, about the age of eight, he liked poetry, especially religious poetry. He can recall—and does so with much animation—the literary gems of his public school days. In high school his choice shifted to philosophy; and toward the last years of that period, to sociology. Political science and economics were well patronized by him at the local public library. (Before this time, especially during the religious phase of his reading, he made use of his home and grandmother's libraries.) Starting out in

college, he met a friend who was interested in religion and poetry, and together they enjoyed Shelley, Keats, and Omar Khayyam because of their emotional quality. At night they roamed around together reciting their literary tidbits. During these college days, Darwin, too, came in for a share of his attention, but chiefly because of the religious implications of his writings. His graduate studies centered around Milton and Wordsworth, and not around Shelley and Keats as he would have wished.

What are the significant trends in this man's life, as determined by a brief hour and a half interview, and how are they related to his reading habits?

The earliest influence upon the young man was the religious makeup of the home, an influence strongly reinforced because of its relationship to his mother, a strict Methodist, of whom he was very fond. As he says, he "paired with her." This companionship was especially necessary for him since he did not enter into the play life of his brothers and sisters nor was he "one of the gang" outside the home. He was "naturally set apart." Although he joined a Boy Scout group, he was never interested in athletics. He was "called a student as soon as he went to school."

One can only speculate as to the origin of his interest in study and religious reading. It in part may be the result of his mother's influence. It may have a deeper source. The usual boyhood activities he found preempted by his older brothers, and his only chance for obtaining prestige in the home lay in the direction of scholastic achievement, a field neglected by the other siblings. His superior intelligence carried him along in this direction. The fact that he read at all was due to the family background; his choice of literature, to his mother's influence and the religious make-up of the home.

The next step in the development of his reading was from religion to philosophy. This change occurred around

the age of fourteen, the usual age for the familiar puberty revolt. He underwent a religious upheaval, too, at this time, changing from Methodism to Unitarianism. His rationalizations for this change are interesting. Billy Sunday chanced to visit his home town and denounced Unitarianism. His favorite teacher became a Unitarian at this time.

Back of these changes in reading and religion, the writer feels, lies a common cause. It is related to his inadequate social adjustment. He states that he "felt out of it" in his home town because of lack of intellectual contacts and was groping toward some sort of satisfaction as a member of a more sympathetic group. From religion to philosophy is an easy step for one who finds religious literature asocial—as easy as the step from Methodism to Unitarianism for one looking for a broader religious (albeit social) horizon. But the source of both changes lies chiefly in his personality make-up, which ill fitted him to use the opportunities for companionship offered the average boy in school and home. His excellent intellect supported his feelings and unconsciously showed him the way out of his conflict. Signs of this conflict are seen in his search for truth, his fondness for asking searching questions to confound people—signs, which the psychiatrist sees as a reflection of his own uncertainty and a feeling of inferiority.

His two years' stay in the Navy isolated him from his companions more than ever. "The Deacon" found the rough minds of sailors too coarse and tried to reform them. The sailors left him with nothing but his idealism on which to fall back, and helped further to develop in him "a callousness to the opinions of others," which he had already begun to find useful. Little reading, if any, was done in such an active environment. But the first subsequent opportunity found him throwing overboard the philosophical trend which had served him so poorly

at needy moments and making post haste for the world, a literary world, of men sitting quietly on the sociological shelves of his local library. Sociology supplied human companionship and at the same time fitted in with his romantic ideal of a life of "service to fellow men" for which he had always been marked out.

The psychiatrist, all too familiar with the mechanism of compensation, sees a rather pathetic picture in this struggle of a young man striving to build up his ego by success in a field in which he was weakest. His aim is to help others, his need is to help self. Reading in sociology is the poor compromise.

Fortunately this compromise did not have to work long alone. The finding of a truly sympathetic soul for the second time in his life—his mother was the first—helped him more than he realizes. Together they went on an emotional spree. Reciting and reading poetry together were one of its outlets. (It is interesting to notice here that when he did find a kindred spirit "service to others" was temporarily abandoned, to be taken up some years later when his friend died, leaving him alone once again.) At the present time one sees his activities, interest in religion, writing and sociology, as resultants of earlier forces: home, mother, friend, and personal drive. The rather unsettled nature of his present reading is a reflection of the struggle between these forces. But the outlook is hopeful. He has joined battle in the world of boys, teaching them manhood in the gymnasium. Boys are close to men; and men, to his own personal adjustment.

Summary and Conclusions

Analysis of the reading habits of these individuals has shown almost as many types of development as there are cases studied. In some cases environmental factors seem to predominate. The reading habit is fostered by

parents or friends who have literary tastes. Frequently the influence of a parent along this line is strengthened by the strong emotional tie between parent and child. Good schooling and the influence of special teachers are important forces in other cases, though the influence of the teacher may follow the pattern of an earlier parent-child relationship. The type of occupation is also a frequent influence. This is especially noticeable in the development of the reading habits of members of the library staff.

In many other cases the individual seems to develop reading interests almost in spite of his environment. Books may afford a refuge from distasteful realities. Or they may supply vicariously experiences which the individual finds wanting in his own life. Or they may reflect and reinforce his own personality traits and personal ideals. In other cases book knowledge may give the individual a position of prestige in society or he may read simply to keep up with the reading of his fellows. A person may read because he is of a quiet, sedentary temperament, or he may do so because he is too high-strung to sit still without some occupation.

Reading may also be an æsthetic pleasure in "perfect writing about beautiful happenings." There is no need to stress its function as a source of information. At least one of the cases here presented reads at the present time almost exclusively for this purpose.

An interesting supplement to this series of cases would be an analysis of several individuals who almost never read, although they have superior advantages. What factors, environmental and temperamental, determine an absence of reading interests where they would normally be expected? A few individuals who read just an average amount might well be studied also.

PART IV

SUMMARY AND CONCLUSIONS

CHAPTER X

Concluding Statements

Purpose

The studies reported in this volume were made primarily to secure definite information concerning the reading interests and habits of adults and the influences that determine their development. The facts which have been presented suggest many important conclusions. It seems advisable here to review only those which are of greatest significance in understanding adult reading problems. The most valuable facts and conclusions in this connection relate to the following specific topics: the status of reading in American life; the amount of adult reading, the character of the material read; the interests and motives of readers; the influences that affect the development of reading interests and habits; and the importance of establishing permanent reading habits early in the life of an individual. The discussions that follow will be organized largely around these topics.

One of the most impressive facts emphasized in earlier chapters relates to the urgent need of additional scientific studies of adult reading interests and habits. Frequent reference will be made, therefore, in the paragraphs that follow to important problems that should be considered in planning subsequent researches in this field.

The Status of Reading in American Life

The facts presented in previous chapters show conclusively that reading is rapidly assuming a place of first

importance in modern life. One evidence of this tendency is the fact that the amount of material published during the last fifty years has increased at a far more rapid rate than has the population of the country. The wide sale and circulation of newspapers, magazines, books, and other types of printed material and the rapid extension of rural delivery and library service indicate that America is rapidly becoming a nation of readers. The amount of material published is now so great that it may readily produce a profound effect on American social life in the near future, assuming that it is desirable in type and intelligently read.

An analysis of the reading materials published during recent years shows that newspapers and magazines have increased far more rapidly than books. This fact supports in part the tentative conclusion suggested by the findings of many published studies; namely, that young people and adults engage more in reading short, unrelated types of material and less in reading longer selections and books, or materials which are closely related. Additional evidence in support of this conclusion will be referred to later.

Studies of the reading proclivities of people in different sections of the country show that they vary widely. This may be illustrated by reference to the amount of newspaper, magazine and book reading in certain states. For example, whereas there is one newspaper published in the United States for every 3.2 inhabitants, one is published in California for every 1.7 inhabitants and in Mississippi for every 18.1 inhabitants. With respect to magazines, one of the 47 leading magazines in the country is distributed in California to every 1.8 inhabitants and in Mississippi to every 12.5 inhabitants. Of seven so-called "high class" magazines, one is distributed in California to every 40 inhabitants and in Mississippi to every 412 inhabitants. With respect to the use of library books, the

average annual per capita circulation in California is 7.3, in Mississippi is .26, and in Arkansas is .18. These facts show that some states read far less widely than others and that the problems of adult education with respect to reading are much more serious in some parts of the country than in others.

Studies of the causes of differences in the reading proclivities of people in different communities show that there is close relationship between the amount read and such factors as the general level of intelligence of the citizens of a community, the extent of literacy, the efficiency of the schools, the accessibility of library materials, and the amount of productivity of the community as measured by the agricultural and manufactured goods produced. There is need of additional studies to determine other factors and conditions that influence reading habits in different communities. The fact that the effectiveness of schools and the accessibility of books rank high in the studies reported is significant. It indicates that communities which now rank low in reading habits may do much to improve conditions in the future by taking at least two steps: first, provide good schools which will develop habits of intelligent reading and cultivate strong motives for and permanent interests in reading; and second, provide adequate library facilities which will enable young people and adults to continue to read and study after they leave school and to find recreation and pleasure in reading.

The explanation for the status of reading in a community is often found in information relating to its history, the character of its people, and their attitudes, beliefs, and ideals. An intelligent program of adult education in any community must be based on a clear understanding of such facts and influences. Not infrequently, efforts to modify the attitudes of a community may be of far greater immediate significance than the correction of

specific reading defects. Three attitudes which often need cultivation, as pointed out by Wilson, relate to education, the use of books, and the nature of libraries. Education should be conceived more and more as a life process, extending for everyone long after school and college days are over. Books and reading material must be recognized as essential in the work and recreational activities of all young people and adults rather than for special groups or classes. Libraries must be conceived as effective educational agencies designed to meet the needs of all type of people as well as an unfailing source of pleasure and inspiration.

The Amount of Adult Reading

Detailed studies of the reading activities of adults reveal the significant fact that about 50 per cent of them read books, 75 per cent read magazines, and 95 per cent or more read newspapers. Furthermore, the average amount of time given to reading each day, as reported by several hundred adults, is more than 90 minutes. This amount seems large on first consideration. However, the case studies reported in Chapters VII and VIII show that many adults, particularly those who are married, spend a surprisingly large amount of time each evening in reading newspapers and magazines.

An analysis of the amount read by adults shows that it varies widely with conditions. For example, adults who have had wide educational advantages read far more, as a rule, than those of more limited training. This is to be expected since educated people have broader interests which can be satisfied through reading. They are also thrown daily in contact with people who are well read and they consequently find it necessary to read extensively themselves in order to be equally well informed. This in turn suggests an increasingly wide range of topics about which to read.

The amount read is usually much greater in cities than in rural communities. This is due to the greater accessibility of reading material and to the wider range of interests in centers of population. Occupational groups also vary widely in the amount read. For example, professional groups devote about twice as much time a day to reading as clerical groups and almost three times as much as do trade and labor groups. Other factors, such as previous educational and present social contacts, complicate the apparent relationship between occupation and the amount read. Married people devote a larger amount of time to reading than unmarried; older people devote somewhat more time to reading than younger people, although the difference is not pronounced; men read more than women, particularly among the married groups. It is impossible at present to draw final conclusions concerning the relative importance of many of the factors mentioned in determining reading habits. As a matter of fact, we are dealing here with a complex of influences. Additional studies should be made of the importance of different factors and conditions in various sub-groups with a sufficient number of cases to insure reliable conclusions. Great care should be taken in such studies to measure the influence of specific factors.

A relatively small percentage of adults do not read at all. Since this group numbers in the millions, however, it presents a serious problem to those interested in adult education. The facts presented in earlier chapters suggest several explanations for failure to read. First, a surprisingly large number of adults have never been taught to read. In the second place, many adults who went to school as children have read so little since, that they are unable now to read even a simple newspaper account or a letter. Both of these groups are in need of specific training in fundamental reading habits. There is need of a series of intensive studies to determine the most effec-

tive methods of developing satisfactory reading habits in such cases.

In a somewhat different class are adults who can read relatively simple material but who are unable to find books or articles relating to problems of interest to them that are sufficiently simple and untechnical to be read easily. Studies are needed to determine the nature of the difficulties which these adults encounter and the characteristics of reading material that meet their needs best. There is evidence both in this country and abroad of a wide demand for printed materials that are written in simple untechnical language, that can be read easily, and that can be easily understood. Many adults fail to read also because they are not interested. Steps should be taken by libraries and other agencies to cultivate interest in reading among those who fail to read. Because of the fact that it is almost impossible to make appropriate contacts with such people, this problem presents serious difficulties.

Character of the Material Read

Of even greater significance than the amount read by adults is the character or quality of the material that is read. The studies which have been reported usually discuss the materials read under three general headings; namely, newspapers, magazines and books. As pointed out earlier, newspapers are almost universally read and therefore might serve as one of the most powerful agencies of modern society for promoting individual growth and social enlightenment. Unfortunately, the content of newspapers fails in many respects to achieve these ends as fully as might be expected. For example, the data available show that the topics given the greatest amount of space are, as a rule, athletics, markets, crime, government and politics. The articles appearing most

frequently on the front page relate to crime, accidents, and government and politics.

As compared with thirty years ago there has been a decrease in news, both political and social, and in the amount of space given to editorials, letters and opinion. This decrease in editorials and opinion has been attributed by some to "the tendency toward standardization of thought" and to the "contempt" on the part of owners of the press "for the views of readers" and "an unwillingness to give dissenting opinion a chance to express itself." Evidence of the preference of many readers of newspapers for trite and sensational news is found in the rapid increase in circulation of the tabloid type of newspaper during recent years and in the fact that adults who have been observed while reading newspapers were usually found reading the sport columns, cartoons, and items relating to personal violence and to disasters. These facts lend support to the conclusion expressed earlier that adults engage largely in reading brief unrelated accounts concerning items of minor significance. As a matter of fact, the problem of stimulating interest in material that has large personal and social value and of elevating reading tastes are now much more serious than the problems of stimulating interest in reading activities and in overcoming specific reading defects.

Magazines, which are read by about 75 per cent of adults, contain material varying all the way from the classic to the cheapest type of sensational articles. A study of circulation data shows that the so-called popular middle-grade magazines are published in greatest numbers. The eight or ten magazines which are usually recognized as superior have relatively small circulations. Studies made of the current events type of magazine show that their contents are more valuable and cosmopolitan than those of newspapers. Inquiries made of children and parents reveal the fact that a surprisingly large

number of the cheap, sensational types of magazines are subscribed for regularly or purchased at the newsstand. The prominence of these magazines on the home library table suggests the urgent need of campaigns among adults to elevate their tastes and to stimulate interest in magazines of a better class.

Fiction is the most popular type of book read, although books of biography and travel also are in considerable demand. It is an interesting fact that the type of book preferred by people in general varies from year to year. Furthermore, popular interest is determined by very slight influences. For example, sales increase notably if reference is made to a book in a news column, if a public speaker makes a favorable comment concerning a book, or if an editorial appears in which a book is referred to favorably. Books relating to items of public interest are usually popular. Furthermore, such events as a great criminal trial will create increased demand for books on psychology, psychoanalysis and medicine, or a hunting trip by a prominent man will stimulate interest in books relating to hunting, travel and foreign countries. Additional evidence that the selection of books may be greatly influenced is found in the large increase in the number and quality of books purchased by citizens of a community following a "book fair" or a drive for better books. There is need of studies to determine methods and agencies through which increased interest in good books and other desirable types of literature may be secured most economically and effectively.

A number of explanations have been offered for the relatively small number of books read. For example, many adults report that they are not interested in books or that there are no simple books available relating to themes in which they are interested. Of greater importance still is the fact that books are not available in many communities, particularly rural, and that homes or apart-

ments in centers of population are too small to permit an accumulation of books or to provide reasonably good facilities for reading them. It is apparent that the efforts made in many rural communities to provide books through such means as the travelling library and in cities to establish numerous branch libraries with spacious reading rooms are essential if the reading of books is to increase to any considerable extent. Furthermore, as pointed out earlier, many books should be provided which relate to adult interests but which are written in simple, untechnical terms.

One of the most encouraging signs of the times is the fact that young people and adults are going to libraries in increasing numbers to read about a wide range of significant topics such as literature, travel, and psychology. This step indicates keen interest on their part in extending their range of information and in broadening their horizon. Other topics which they select suggest interest of a vocational or professional nature. It is both interesting and significant that the majority of those who use the library for such purposes are between 17 and 30 years of age and have no more than a grade or high school education. In order to meet current demands adequately libraries must be organized more largely than in the past to provide for the recreational reading and study interests of all the citizens of a community as contrasted with those of literary inclinations only. As libraries are used more and more widely for these purposes there will be increasing need for librarians who are competent research workers and who can give help to young people and adults who are studying specific problems.

Interests and Motives of Readers

The interests and motives which prompt adults to read are surprisingly varied. In a summary based on re-

ports from more than nine hundred adults, the following interests and motives for independent silent reading were emphasized: to keep informed concerning current events; to secure specific information of value in making plans; to learn more about events or problems of special interest; to secure the opinion of others concerning civic, social, and industrial problems; to keep in touch with business and professional developments; to secure suggestions concerning efficient methods of doing work; to determine important items in correspondence, messages and instructions, to advance in one's field of work; to broaden one's range of information; to keep the mind stimulated with important things to think about; to develop a broad outlook on life; to secure pleasure during leisure hours; and to satisfy curiosity.

The interests and motives of 1207 young people and adults who consulted the reader's adviser in Milwaukee were classified into six groups: special interests varying from Italian architecture to methods of growing potatoes accounted for 30 per cent of the cases; vocational needs were prominent in 20 per cent of the cases; 12 per cent wished to improve their use of English; 8 per cent were interested in recreatory reading; 3 per cent in the rearing of children; the remainder were stimulated by a miscellaneous group of motives. The large importance in this list of special interests and vocational needs merits comment.

The interests and motives that lead people to engage in recreatory reading are suggestive: for the satisfaction of curiosities; for relaxation; for culture; for emotional satisfaction and stimulation; for vicarious experience; for vivid description; for background or atmosphere; to idle away time; from a sense of duty.

The motives which have been listed are by no means inclusive. They suggest, however, the breadth and variety of interests which stimulate people to read. Librarians

have long recognized that numerous interests are involved and have resorted to many different methods and devices in inducing people to read. For example, Rasche found that more than fifty so-called master methods were used by public librarians of which the following are examples: building attractive library buildings, encouraging the civic use of the public library, sending out the book wagon, encouraging reading clubs, preparing displays of books and magazines, providing a browsing corner, featuring seasonal books, making specific suggestions and recommendations to readers. Unfortunately, we do not know at present which are the most effective methods of stimulating interest in reading among adults. The experiment by Munroe reported in Chapter III resulted in very interesting and surprising results which suggest the need of additional studies to determine the interests and motives that may be used to best advantage in stimulating desirable reading habits.

Influences Which Have Promoted the Development of Reading Habits

The studies which have been reported suggest a variety of experiences that influence reading habits. In many cases the reading habit was stimulated early by parents, friends, or relatives who had literary tastes and who enjoyed reading. Not infrequently, the influence of the parent was greatly increased, if there was a strong emotional bond between parent and child. The mere presence of books in the home or an attractive library in the community has often proved a sufficiently strong influence to initiate independent reading habits. The influence of teachers has been reported many times; also the fact that school work was often closely related to library reading. The skill of teachers and librarians in placing interesting books in a child's hands at the right time has been

commented on by some adults. The encouragement given by a father to a son to engage in mechanical activities led one boy to become keenly interested in reading along scientific lines. The fact that her father discussed books with a girl one evening each week after she was thirteen and her mother read and discussed poetry with her regularly were referred to as valuable influences. Such examples suggest various steps which may be taken by parents, teachers and librarians to stimulate the development of desirable reading interests.

In many of the cases studied, the experiences of the reader and the influences reported were of an entirely different order from those mentioned above. For example, one child was physically handicapped. As a result he withdrew more or less from the social group and found satisfaction in reading. In a second case a long period of idleness because of illness with every encouragement to read stimulated interests which became more or less permanent. A boy who was unable to compete successfully with a younger brother in games found reading a pleasurable retreat from an embarrassing situation. A slight social maladjustment in one case and a long illness emphasized the tendency to find stimulation and satisfaction in reading. A child who was reared in a strict home and denied most of the social pleasures of her friends found refuge in daydreaming and books. The narrow atmosphere of the same home oppressed the young lady after graduation from college and she again sought relief in wide reading.

A third group of influences relate more particularly to those which modified the habits of readers after reaching maturity. In one case superior intelligence and conscious effort toward self-improvement led to wide reading. In a second case, the habit of doing everything thoroughly and well led to the organization of a well-planned reading program. Several adults reported that they were asso-

ciated with friends and professional workers of literary tastes which made wide reading necessary and also stimulated interest in independent reading. One adult was profoundly impressed with his own greatness and power and read widely as a means of realizing ambitions. Another adult engaged in wide reading of mystery stories which provided mild vicarious excitement in an otherwise serene existence. Several adults were engaged in occupations, such as library work, which made wide reading necessary. In some cases the reading habit was stimulated by the fact that keen pleasure was derived by reading "perfect writing about beautiful happenings."

The foregoing discussion reveals the fact that there are many specific influences that cause people to acquire and continue desirable reading habits. The fact that practically every case reported in Chapter IX revealed influences that had not been mentioned in earlier studies suggests the need of additional researches in this field. A valuable supplement to such studies would be the analysis of the experiences of a large number of adults who almost never read. What characteristics and environmental conditions, for example, determine the absence of reading interests where they might normally be expected?

The Importance of Establishing Desirable Reading Habits Early

The discussion thus far has pointed out briefly the nature of adult reading interests and habits, some of the influences that determine them, and notable deficiencies in adult reading habits. It has also considered some of the steps which should be taken in order to improve existing conditions. It remains to emphasize the fact that the cultivation of desirable reading habits on the part of the coming generation of adults is an urgent responsibility of the home and the public school today. Whereas great

good may be achieved through corrective measures with adults, the need for such steps in the adult education program of the future should decrease rapidly through intelligent direction of the reading activities of children. This means no less provision for adult education in the future, but guidance and stimulation on higher and more productive levels.

Studies of the reading habits of children reveal several facts of large significance in this discussion. The first is that the reading interests of boys and girls increase rapidly until twelve or fourteen years of age. Beyond that period two tendencies are observed. The one is for young people under the right kind of home and school influence to continue desirable reading habits; the other is for young people both in and out of school to discontinue reading because of the prominence of other interests and activities. The period from twelve to sixteen is recognized both in this country and abroad as a critical period in the development of desirable reading interests that persist. Secondary school teachers in general have not awakened to their opportunities and responsibilities in this connection. The vigorous efforts that are being made today by professional leaders to secure more effective direction and stimulation of the reading interests of children merit the heartiest support of other agencies. There is urgent need of studies of the experiences of young people which influence their reading habits and of the relative value of different methods of stimulating desirable reading interests and of elevating reading tastes. Furthermore, the results of such studies should be brought to the attention of both elementary and secondary school teachers more rapidly than is done at present.

A second general fact is that children and young people are not receiving adequate direction with respect to newspaper and magazine reading. Studies show that very

little provision of suitable magazines is made in most elementary and secondary schools and that only a limited amount of guidance in reading them is provided. To a very large extent children read the newspapers and magazines that are found on the library table at home or that are secured from the news stands or from friends. Studies made of these magazines reveal the fact that they are undesirable in a surprisingly large number of cases. Vigorous campaigns are needed to help educate parents concerning the merits of different types of magazines and to awaken school authorities and teachers to the urgent need of providing suitable magazines for use in schools and of giving instruction concerning their relative value and use. As pointed out by several writers, the development of a critical attitude among school pupils concerning newspapers and magazines may soon result in a radical improvement in the kinds of magazines found in the home. It is equally essential in the development of intelligent adult readers tomorrow.

A third fact is that few children's books are found in the home today. The tendency to reduce the size of apartments in centers of population will result soon in eliminating practically all books from many homes. If children are to acquire permanent interest in reading books, schools and libraries must provide a rich variety of interesting, attractive books for them to read, and also comfortable and well-lighted rooms in which to read. Furthermore, teachers must make just as generous provision for the cultivation of keen interest in wide reading as has been made in the past for teaching the three R's.

The fact should be emphasized in closing that society faces a dual problem today in cultivating desirable reading habits. The one is to improve the reading habits and to elevate the tastes of the present generation of adults. The second is to develop today reading interests and habits among children and young people that will insure

a generation of intelligent, discriminating readers tomorrow. From the point of view of those interested in adult education, the first of these problems seems the more immediate and urgent; the second, however, is the more fundamental and must be effectively solved today if an increasing proportion of adults in the future have desirable reading habits.

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